DOCUMENT RESUME

ED. 385 745 CE 069 663

TITLE	State of Alabama Annual Vocational Education Performance Report for Fiscal Year 1994.
INSTITUTION	Alabama State Dept. of Education, Montgomery. Div. of Vocational Education Services.
PUB DATE	Dec 94
NOTE	147p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Academic Education; Academic Standards; Adult Vocational Education; Annual Reports; Articulation (Education); Career Guidance; Community Colleges; Community Education; Coordination; Correctional Education; Disabilities; Disadvantaged; Displaced Homemakers; *Enrollment; Evaluation Criteria; Inservice Teacher Education; Integrated Curriculum; Leadership; Limited English Speaking; One Parent Family; Outcomes of Education; Pregnant Students; Professional Development; Program Effectiveness; Program Improvement; Secondary Education; Sex Fairness; Special Needs Students; *Statewide Planning; Tables (Data); *Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS	*Alabama; Carl D Perkins Voc and Appl Techn Educ Act 1990

ABSTRACT

During fiscal year 1994, enrollment in secondary-level vocational education (VE) in Alabama totaled 202,402. Secondary school districts provided VE to 17,037 adult students, and postsecondary institutions provided regular occupational/technical training to 80,764 adults and training for business/industry to 19,723 adults. Secondary and/or postsecondary career and technology education was provided to 5,494 single parents, displaced homemakers, and single pregnant women; 4,275 inmates at 7 corretional institutions; 26,108 academically or economically disadvantaged students; and 101 limited-English-proficient students. The following aspects/areas of VE also received special attention: revision/refinement of performance standards and core measures for evaluating secondary and postsecondary programs; state leadership and professional development; consumer/homemaking education; tech prep; integration of applied academics; and career guidance and counseling. (Appendixes constituting approximately one-third of this report include the following: Alabama standards and measures for secondary VE; outline of Alabama's secondary occupational program; list of Alabama two-year colleges with VE programs; descriptions of exemplary programs for selected special needs individuals; job descriptions for selected VE positions; special populations services monitoring instrument; list of Alabama tech prep consortia; and lists of course requirements for a certificate and an associate degree in travel/tourism management.) (MN)

ED 385 745

STATE OF ALABAMA

ANNUAL VOCATIONAL EDUCATION PERFORMANCE REPORT

For Fiscal Year 1994

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Alabama State Department of Education
Montgomery, Alabama

Wayne Teague
State Superintendent of Education

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Director of Vocational Education Services

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December 1994

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INTRODUCTION

The Annual Performance Report for Alabama provides information on enrollments and activities of vocational programs for secondary, postsecondary and adult vocational education. It covers the period July 1, 1993, through June 30, 1994. Further information is available if deemed necessary by OVAE/DVE.

Questions should be addressed to the following persons:

Agribusiness	Mr. Charles W. Reed (205) 242-9114
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Community-Based Organizations	Mr. Bob Romine (205) 242-2900
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Postsecondary	Mr. Bob Romine (205) 242-2900
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OMB NO 1830-0503
EXP 01-31-97
Page 1

SECONDARY ENROLLMENT Period Report Covers 1993-94

State ALABAMA Name Dr. Ann S. Wilson Ph (205) 242-9107

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT ENR	TOTAL MALE	TOTAL FEMALE	REG VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP DH SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
AGRICULTURE	33,704	27,287	6,417	16,850 (17,237)	13,793 (14,077)	17 (17)	4,187 (4,266)		5	528	471	2,546 (2,647)
MARKETING	6959	2,936	4,023	4,453 (4,473)	2,201 (2,210)	3 (3)	362 (362)		0	179		2,794 (2798)
TECHNICAL	1,536	935	601	1,032 (1,033)	462 (462)	0 (0)	50 (50)		0	415		131 (132)
OCC HOME EC	3,749	540	3,209	1,082 (1,131)	2,218 (2,288)	0 (0)	747 (762)		149	69	905	718 (731)
TRADE& INDUSTRY	24,854	19,481	5,373	10,501 (11,184)	11,167 (11,737)	7 (8)	4,237 (4,469)		14	606	6,803	4,122 (4,378)
HEALTH	4,797	960	3,837	2,677 (2,719)	1,932 (1,969)	1 (1)	255 (256)		0	267	702	1,035 (1,052)
BUSINESS	34,532	11,583	22,949	21,981 (22,663)	11,575 (11,819)	36 (38)	1,254 (1,268)		26	915	8,156	3,539 (3,740)
WORK ADJ CORD	189	121	68	3 (3)	64 (64)	0 (0)	181 (182)		23	240		37 (37)
TOTAL OCC	110,320	63,843	46,477	58,579 (60,443)	43,412 (44,626)	64 (67)	11,273 (11,615)		217	3,219	17,037	14,922 (15,515)
NON OCC PROGRAM AREA												
CONS HOMEMAKING	69,104	25,564	43,540	35,035 (36,003)	29,783 (30,869)	64 (64)	6,551 (6,736)		308	1,446		----------
TECHNOLOGY ED IND ARTS	16,720	11,151	5,569	8,771 (8,849)	6,924 (7,015)	5 (5)	1,655 (1,673)		5	1,257		----------
PREVOCATIONAL	579	339	240	265 (265)	291 (293)	0 (0)	179 (181)		186**	7,012**		----------
TOTAL NON-OCCUPATIONAL	86,403	37,054	49,349	44,071 (45,117)	36,998 (38,177)	69 (69)	8,385 (8,590)		499	9,715		----------
GRAND TOTAL	202,402	103,781	98,621	105,560	82,803	136	20,205		716	12,934	17,037	15,515

*GRAND TOTALS ARE DUPLICATED COUNTS

**Career Counseling

SECONDARY ENROLLMENT Period Report Covers 1993-94 (Placement Data for 1993 Graduates)

State Alabama Name Dr Ann S Wilson Ph (205) 242-9107

	UNDUPLICATED ONLY			UNDUPLICATED (PUT DUPLICATED IN PARENTHESES)									
		TOTAL		LINKAGE				PLACEMENT					CURRENT
OCC PROGRAM AREA	TOT ENR	MALE	FEMALE	TECH-PREP	CO-OP	APPR	WK-STDY	CONT ED	EMPLOYED RLTD	EMPLOYED OTHER	MIL	OTHER	TEACHERS
AGRICULTURE	33,704	27,287	6417	2,611	519 (651)			883 (1,079)	1,227 (1,310)	172 (211)	146 (155)	177 (184)	374
MARKETING	6,959	2,936	4,023		4,954 (4,974)			631 (1,202)	1,563 (1,564)	108 (131)	133 (133)	210 (216)	127
TECHNICAL	1,536	935	601	1,953	82 (84)			122 (142)	42 (44)	11 (21)	13 (14)	13 (14)	26
OCC HOME EC	3,749	540	3,209	1,213 ~	408 (441)			216 (270)	283 (291)	64 (74)	16 (16)	119 (121)	95
TRADE & INDUSTRY	24,854	19,481	5,373	883	2,510 (2,871)			1,296 (1,603)	1,768 (1,956)	540 (641)	245 (264)	362 (381)	704
HEALTH	4,797	960	3,837	2,994 +	354 (412)			488 (611)	234 (249)	82 (167)	27 (28)	100 (107)	96
BUSINESS	34,532	11,583	22,949	3,156 #	2,035 (2,305)			1,816 (2,536)	1,348 (1,467)	284 (397)	121 (124)	391 (416)	451
WORK ADJ COORD	189	121	68		11 (11)			9 (9)	23 (23)	0 (1)	0 (0)	11 (11)	9
TOTAL OCC	110,320	63,843	46,477	12,810	10,873 (11,749)			5,461 (7,452)	6,488 (6,904)	1,261 (1,643)	701 (734)	1,383 (1,450)	1,882
NON OCC PROGRAM AREA													
CONS HOMEMAKING	69,104	25,564	43,540		-------	-------		-------	-------	-------	-------	-------	582
TECHNOLOGY ED IND ARTS	16,720	11,151	5,569		-------	-------		-------	-------	-------	-------	-------	133
PREVOCATIONAL	579	339	240		-------	-------		-------	-------	-------	-------	-------	8
TOTAL NON-OCCUPATIONAL	86,403	37,054	49,349		-------	-------		-------	-------	-------	-------	-------	723
GRAND TOTAL *	**202,402**	**103,781**	**98,621**	**12,810**	**11,749**			**7,452**	**6,904**	**1,643**	**734**	**1,450**	**2,605**

*GRAND TOTALS ARE DUPLICATED COUNTS
#INCLUDES MARKETING
+INCLUDES HUMAN SERVICES
~OTHER CATEGORY

POSTSECONDARY ENROLLMENT

Period Report Covers: July 1, 1993 - June 30, 1994

Name: Bob Romine, Director, Instructional and Student Services Phone: 242-2900

OCC PROGRAM AREA	UNDUPLICATED ONLY TOTAL ENR	TOTAL Male	TOTAL Female	UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES) REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP.DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
AGRICULTURE	721	602	119	259	315	0	0	93	27	27	721	108
MARKETING	675	440	235	450	98	0	27	0	38	62	675	72
TECHNICAL	19279	13510	5769	13621	4877	52	97	182	127	323	19279	2389
CONS/ N' MKING ED	0	0	0	0	0	0	0	0	0	0	0	0
OCC HOME EC	1645	436	1209	109	740	0	39	137	85	535	1645	471
TRADE & INDUSTRY	17499	11797	5702	5576	7038	32	147	3281	172	1253	17499	5897
HEALTH	25977	4719	21258	12199	9684	13	66	0	1907	2108	25977	2711
BUSINESS	10216	2517	7699	2299	3356	4	82	582	2105	1788	10216	1788
TECHNOLOGY ED/IND ARTR G & C	4752	1972	2780	4752			214			4752	4752	
GRAND TOTAL	80764	35993	44771	39265	26108	101	672	4275	4461	10848	80764	13436

POSTSECONDARY ENROLLMENT

Period Report Covers: July 1, 1993 - June 30, 1994

Name: Bob Romine, Director, Instructional and Student Services Phone: 242-2900

OCC PROGRAM AREA	UNDUPLICATED ONLY TOTAL ENR	TOTAL Male	TOTAL Female	UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES) LINKAGE TECH-PREP	CO-OP	APPR	WK-STDY	PLACEMENT CONT ED	EMPLOYED R'LTD	EMPLOYED OTHER	MIL	OTHER	CURRENT TEACHERS
AGRICULTURE	721	602	119	4	0	0	16	272	37	16	5	132	6
MARKETING	675	440	235	17	5	0	22	118	19	21	2	255	15
TECHNICAL	19279	13510	5769	37	53	30	345	6687	1011	327	67	3376	472
CONS N' MKING ED	0	0	0	0	0	0	0	0	0	0	0	0	0
OCC HOME EC	1645	436	1209	7	0	17	51	742	215	23	3	882	55
TRADE & INDUSTRY	17499	11797	5702	12	72	0	582	7569	2879	470	55	7889	390
HEALTH	25977	4719	21258	42	21	0	353	8794	3745	396	36	8967	342
BUSINESS	10216	2517	7699	18	33	0	317	4113	697	291	72	5211	262
TECHNOLOGY ED IND ARTR G & C	4752	1972	2780	0	0	0	0	0	0	0	0	0	0*
GRAND TOTAL	80764	35993	44771	137	184	47	1686	28295	8603	1544	240	26712	1542

I. PERFORMANCE STANDARDS AND CORE MEASURES

A. SECONDARY

1. DEVELOPMENT

Shortly after the Carl D. Perkins Vocational and Applied Technology Act of 1990 was signed into law, the Division of Vocational Education Services formed the Committee of Practitioners as required by the Act. Appendix A is a list of members of the Committee.

a. After informative printed material was obtained and prepared, an initial meeting was held with the committee to explain their role, the requirements of the Act and some general possibilities for the standards and measures. It was decided that there would be separate standards for Secondary and Postsecondary Vocational Education.

b. In order to facilitate the coordination of existing resources, it was decided that information would be solicited from other funding agencies such as JTPA, JOBS, Mental Health, Vocational Rehabilitation, Special Education, Chapter I and others. It was further decided that each local education agency would be required to document in their local application the coordination with the other funding sources. This has resulted in a successful sharing of resources at the local level.

c. To facilitate the development of drafts, the Division of Vocational Education Services formed a Developmental Task Force. As each draft was completed, with input from members of the Committee, it was mailed to all Committee members for their review and comments. When a draft approached consensus, it was likewise mailed to all local vocational administrators for review and comments. Through quarterly meetings, the Committee was able to react to all drafts as they were developed. Several members of the committee volunteered to do extra work on the standards. Because we eventually produced a set of standards and measures acceptable to the Committee of Practitioners and local vocational administrators, we feel they will have a much better chance of accomplishing the purpose for which they were intended. The Alabama Standards and measures for Secondary Vocational Education are included as Appendix B.

2. DESCRIPTION OF STANDARDS AND MEASURES

a. Early in the development process, it was decided that these principles would govern the development of the standards and measures:

(1) For the most part, they would be designed to measure outcomes of the vocational education programs.

(2) To the extent possible, they would build upon existing measures.

(3) They would lend themselves to local administration without undue hardship and expenses.

(4) They would serve as a driving force toward achievement of quality programs.

(5) They would offer some incentives to the special populations while maintaining program quality.

(6) Insofar as possible, they would follow the improvement model for standards.

b. The standards and measures are summarized as follows:

(1) Standard -- High School Graduation Rate

Type of measure -- Annual improvement

Rationale -- With the increased efforts planned for the integration of the academic and vocational skills and the requirements for coherent sequences of courses, there should be improvement in the high school graduation rates of vocational students.

(2) Standard -- High School Exit Exam Scores

Type of measure -- Annual improvement in math, reading and language scores.

Rationale -- With the increased efforts planned for the integration of the academic and vocational skills and the requirements for coherent sequences of courses, there should be annual improvement in the high school graduation exit exams for math, reading and language.

(3) Standard -- Job Placement

Type of measure -- Improvement in weighted placement in jobs and further education.

Rationale -- Since the primary purpose of vocational education is to prepare students for jobs or further education, it stands to reason that placement should be one of the indicators of success.

(4) Standard -- Occupational Achievement Test

Type of measure -- Improvement in percentage score

Rationale -- It was assumed that the various improvements in the programs and the services provided to help special population students succeed in quality programs should lead to improvement in end-of-program tests.

(5) Standard -- Optimum enrollment

Measure -- Optimum ranges, + or - 20% of stated enrollment

Rationale -- If there is overenrollment, the instruction will be diluted and funds will be wasted. On the other hand, if there is underenrollment, funds will again be wasted.

(6) Standard -- Teacher/coordinator workloads

Measure -- Specified number of periods of duty

Rationale -- In order to ensure that funds are fully utilized, each teacher or coordinator paid with those funds should be expected to have a full teaching load.

(7) Standard -- Curriculum/Instruction Components

Measure -- Minimum components of curriculum and instruction

Rationale -- The quality of vocational education defined in the Act should have the minimum required components of competency-based, applied learning.

3. 1993 STANDARD ANALYSIS

I. Analysis

The standards were piloted one year and using information submitted from local administrators for the pilot, state staff compiled and analyzed data.

II. Implication

Upon completing the analysis of available data, the state staff determined that systems in which 34% or more of the programs did not meet a standard would be required to prepared a Program Improvement Plan for each unattained standard.

III. Standards analyzed

Measure: HIGH SCHOOL RETENTION/GRADUATION RATE STANDARD

Analysis: Using data from the 98% local systems responding to the survey, it was determined that 76% of the total systems met the standard in at least 67% of their programs, and 11% of the total systems met the standard in all programs.

Measure: OPTIMUM ENROLLMENT

Analysis: Data was submitted from all local systems and analyzed by state staff. It was determined that 54% of total systems met the standard in at least 67% of the programs.

Measure: TEACHER/COORDINATOR WORK LOADS

Analysis: All systems in the state met this standard in at least 67% of their programs, and 89% met it in all programs.

VI. Standards not analyzed

Measure: PERCENTAGE OF VOCATIONAL STUDENTS PASSING HIGH SCHOOL GRADUATION EXAMINATION

Measure: PLACEMENT

Measure: CURRICULUM AND INSTRUCTION

Measure: END OF PROGRAM OCCUPATIONAL COMPETENCY TEST - (INCLUDING RELATED ACADEMICS)

V. Future Standards and Measures

A summary of the first year pilot for the standards and measures with suggestions for revisions were presented to the staff and Committee of Practitioners.

After review refined standards and measures were written. They were presented to and approved by the Committee of Practitioners September 7, 1994.

B. POSTSECONDARY

PERKINS II PERFORMANCE MEASURES AND STANDARDS

Introduction. The Alabama State Board of Education approved four (4) performance measures and eleven (11) standards on September 14, 1992 for The Alabama College System. The Committee of Practitioners was involved in the development of the performance measures and standards and concurred with those submitted to the Alabama State Board of Education. The State Council on Vocational and Technical Education reviewed and accepted the performance measures and standards as approved by the Alabama State Board of Education. The Carl D. Perkins Vocational and Applied Technology Amendment Act of 1990 (Perkins II Act) provided that performance measures should be relevant variables and that standards should be acceptable levels of performance with respect to these relevant variables. The Perkins II Act directed that "learning and competency gains in academic skills, workplace readiness skills, students retention, and a placement system" should be considerations in the development and approval of State performance measures. The colleges of The Alabama College System provided the following information and data on their progress toward achieving the postsecondary education performance measures and standards during the 1993-94 program year.

Performance Measures and Standards.

Performance Measure 1: Competency gains in academic skills

a. Standard A. All students will be assessed utilizing the ACT-ASSET or equivalent test before placement within Associate in Applied Science (AAS) - Associate in Applied Technology (AAT) degree, certificate, or diploma occupational programs.

   Discussion. Many individuals (157,640) who applied for enrollment in the thirty-one community, technical and junior colleges of The Alabama College System pretested with the ACT-ASSET test (Form B) during 1992-93 Summer, 1993-94, 1993-94 Spring and 1993-94 Summer Quarters. Specifically, 81,805 of these individuals pretested with the ACT-ASSET test (Form B) before placement into occupational/technical programs. The areas assessed were reading, writing and mathematics--numerical skills or algebra. Individuals who scored low in either of the reading, writing or mathematics areas were advised to enter developmental education for the applicable areas before enrolling in occupational/technical programs. Most individuals exceeded the scaled score established at the colleges for entry into occupational/technical programs without having to enter development education or remediation. Scaled scores for the reading area of the ACT-ASSET (Form B) ranged from 30 to 46. Scaled scores for the writing area ranged from 33 to 48. Scaled scores for the numerical skills area ranged from 31 to 48. As reported by the colleges, competency gains documented from the pretest and post-test were noted in the reading, writing, and

mathematics areas. Also, technical college scores were on the lower end of the scaled scores with community and junior colleges on the higher end of scaled scores.

COLLEGE APPLICANTS ASSESSED WITH A PRETEST

ACADEMIC YEAR AND QUARTER	ALL STUDENTS	OCCUPATIONAL/ TECHNICAL STUDENTS
1992-93 Summer	22,003	12,825
1993-84 Fall	40,831	20,121
1993-94 Winter	34,938	17,638
1993-94 Spring	36,846	18,458
1993-94 Summer	23,022	12,763
TOTALS	157,640	81,805

b. Standard B. All students will be assessed utilizing the ACT-ASSET or equivalent test after training in Associate in Applied Science (AAS) - Associate in Applied Technology (AAT) degree, certificate, or diploma occupational programs. (ACT-ASSET Form C Test or Collegiate Assessment of Academic Proficiency (CAAP) is administered at application for graduation.)

Discussion. The post-tests were administered after training in Associate in Applied Science (AAS) - Associate in Applied Technology (AAT) degree, certificate, or diploma in occupational programs. This related to no earlier than the beginning of the student's second academic year and no later than at application for graduation. Predominantly, the post-tests were the ACT-ASSET test (Form C). The areas assessed using the ACT-ASSET (Form C) were reading, writing and mathematics--numerical skills or algebra. Scaled scores for the reading area of the ACT-ASSET (Form C) ranged from 39 to 48. Scaled scores for the writing area ranged from 38 to 50. Scaled scores for the numerical skills area ranged from 33 to 47. As reported by the colleges, competency gains documented from the pretest and post-test were noted in the reading, writing, and mathematics areas. Also, technical college scores were on the lower end of the scaled scores with community and junior colleges on the higher end of scaled scores. Some colleges reported using the Collegiate Assessment of Academic Proficiency (CAAP) for the post-test.

Performance Measure 2: Implementation of the "Workplace Readiness Skills" into all the occupational curricula for the state standards.

a. Standard A. Acquire and implement the Agency for Instructional Technology (AIT) modules for each college in all occupational programs. The modules are problem solving, teamwork, and self-management.

Discussion. Self-management, teamwork, and problem-solving represent the underpinnings of the job-specific skills individuals need to learn and relearn in the course of their lifelong learning. The "Workplace Readiness Skills" modules focus on these fundamental competencies using approximately 71 clock hours of computer-based instruction--print, video programs, videodisc, and software. The self-management unit contains twenty lessons in which students learn and practice a three-step approach for dealing with performance problems and career transitions. The teamwork unit is designed to introduce the skills that help students become members of an effective work team. The problem-solving unit presents steps for solving problems effectively and contains five lessons that focus on one step in the process. These three modules are produced and distributed by the Agency for Instructional Technology (AIT)--a consortium of state and educational agencies. Twenty-six (26) colleges have purchased the "Workplace Readiness Skills" modules. Twenty-one (21) colleges have implemented them in the manner indicated by the table on following page. The remaining colleges have reported that they are in the process of purchasing and implementing them into the occupational curricula in the near future.

State Colleges That Have Purchased and/or Implemented Modules

COLLEGE	PURCHASED	IMPLEMENTED
Alabama Southern	Yes	In Technical Core (ITS)
Ayers Technical	5/04/92	In All Programs
Bevill Community - Hamilton	11/02/92	In Technical Core (ITS)
Bevill Community - Walker/Brewer	11/02/92	In Technical Core (ITS)
Bishop Community - Carver	10/27/92	On-Going
Calhoun Community	5/06/92	In Technical Core (ITS)
Drake Technical	Yes	As Separate Course
Enterprise Junior	11/06/92	As Separate Courses
Faulkner Community	11/20/92	In Vocational Programs
Gadsden Community	4/21/94	In Vocational Programs
Jefferson Community	6/16/93	In Vocational Programs
Jefferson Davis Community	2/24/94	In Vocational Programs
Livingston University	1/20/93	On-Going
MacArthur Technical	12/04/92	On-Going
Northwest Community - Hamilton	1/20/93	In Technical Core (ITS)
Northeast Community	1/06/93	On-Going
Patterson Technical	6/09/92	As Separate Courses
Reid Technical	10/09/92	On-going
Shelton Community -15th Street	4/07/93	In Technical Core (ITS)
Shelton Community -Fredd	5/22/93	As Separate Courses
Snead Community	6/15/93	In Vocational Programs
Southern Union Community - Opelika	4/27/94	In Technical Core (ITS)
Trenholm Technical College	Yes	As Separate Courses
Wallace Community - Dothan	4/02/93	As Separate Courses
Wallace Community - Hanceville	Yes	As Separate Courses
L. B. Wallace Junior	12/04/92	As Separate Courses

b. Standard B. Involve business and industry in technical curriculum development; and utilize industry-approved, national recognized standards when applicable.

Discussion. Thirty-four occupational/technical programs involved business and industry in their curriculum redesign by courses and credit hours. Colleges reported the following practices and activities to involve business and industry in technical curriculum development; and to utilize industry-approved, national recognized standards when applicable. (See the Appendix P for the Approved List of programs by the Alabama Commission on Higher Education.

Practices and Activities

(1) Local community established advisory councils, ad hoc groups, and industry representatives on curriculum committees.

(2) As the developers of the National Skills Standards who are contracted by the Departments of Education and Labor release skills standards, the colleges accommodate these into curriculum as industry-approved, national recognized standards during their program reviews and modifications. To date there have been some occupations approved with National Skills Standards--Electronics and Computer-Aided Drafting. However, only a few types within these occupations have been developed and approved.

(3) Visits to business/industry by occupational/technical instructors.

(4) Surveys of local service area to determine specific instructional needs.

(5) Contacts and surveys of graduates and employers of graduates.

(6) Revise curriculum for community needs and national and state requirements.

(7) Revise goals and objectives to reflect better instruction and preparation for work.

(8) Review one third of all occupational/technical programs annually for viability.

(9) Utilize the DACUM (Developing a Curriculum) process.

(10) Revise syllabi for credit on internships.

(11) Implementing the Department of Postsecondary Education's Instruction Effectiveness Plan.

(12) Southern Association of Colleges (SACS) self-study stimulates revision.

(13) Sequential courses of study, early academic courses, prerequisites identified/published.

(14) College faculty/staff professional development--workshops, seminars, and conferences.

(15) Establishment of a Technology Excellence Team.

(16) Participate in Federal funded Professional Endorsement System for Education Interpreters.

(17) Compliance with the Federal Aviation Administration (FAA) directed curricula.

(18) External evaluation of graduate performance on the job by employers.

(19) Committee to develop core curriculum for each occupational program.

(20) Research.

Performance Measure 3: Retain students in college each quarter.

a. Standard A. Establish a retention process at all colleges 38 (currently 31) community, technical, and junior colleges in The Alabama College System.

1. A Retention Committee was appointed by the Chancellor for The Alabama College System to research and develop a Student Success Module - Retention for Occupational Students. This Retention Committee met on a regular basis and developed the model to be piloted. There were nine colleges which agreed to serve as the pilot study. The colleges involved were:

Alabama Aviation and Technical College
Calhoun State Community College
Enterprise State Junior College
Gadsden State Community College
Northeast Alabama Community College
Patterson State Technical College
Reid State Technical College
Shoals State Community College
Wallace State Community College - Dothan

2. After the pilot year in 1994-95, all colleges will implement the retention model in 1995-96.

The Retention Committee will work in the spring and summer 1994-95 program year to make the Retention Model and Manual adjustments, and recommendations for full implementation with all colleges in the summer of 1995-96. The occupational reporting data in order to remain consistent must be reported summer through spring in each program year.

b. Standard B. Decrease the number of undeclared majors at each college by three (3) percent per year.

(1) There were 6,043 undeclared majors (unduplicated headcount) reported in all colleges during the program year. This figure is slightly more than the previous year's 5,557 undeclared majors. The number of undeclared majors has remained consistent with the trend toward a slow reduction of the number of undeclared majors because of the emphasis on students to declare a program major before receiving consideration for financial aid or federal funds.

(2) A percent difference comparison of the number of undeclared majors by academic term.

COMPARISON OF UNDECLARED MAJORS BY ACADEMIC MAJOR

ACADEMIC TERM	UNDECLARED MAJORS	ACADEMIC TERM	UNDECLARED MAJORS
1993-94 Fall	6,346	1992-93 Fall	5,238
1993-94 Winter	6,008	1992-93 Winter	5,298
1993-94 Spring	6,760	1992-93 Spring	5,399
1993-94 Summer	6,372	1992-93 Summer	4,731

Performance Measure 4: Establish a system-wide placement system for analyzing student and programs outcomes that is correlated with the program review process.

a. Standard A. Determine percent of programs completers and leavers.

There were 63 percent of the students reported as completers and leavers.

b. Standard B. Determine percent of students placed in field of training.

There were 67 percent of the completers employed in field of training.

c. Standard C. Determine percent of students continuing education.

There were 31 percent of the students continuing their education in the existing program at the two-year college, at a four college or university or in training at another facility.

d. Standard D. Determine the percent of students entering the military.

There were .5 percent of the students entering the military.

e. Link with the State Unemployment Service through Student Social Security Number to determine placements with industry.

(1) Under a grant, a follow up of graduates for eight (8) two-year colleges was conducted for three years. As part of this pilot project, The Alabama Department of Postsecondary Education contracted with the Alabama Department of Industrial Relations to develop an information retrieval program that links the social security numbers of college graduates and completers to their wage files as employees. This linkage provides information concerning the employment status, employer, and wages of the colleges' graduates and completers. From this data, information was derived regarding the average salaries of public two-year college graduates overall and by race and by gender, and the location of employment relative to the graduate's institution. Upon completion of the "cross-walk" portion of this software programming, colleges will be able to determine if the graduates are employed in field or in a related field of study at their college.

(2) Plans to improve this software programming to provide additional information and data and to expand this information retrieval capability to all community, technical, junior and upper division two-year colleges in The Alabama College System, have been developed. Beginning in the 1994-95 Spring Quarter, The Alabama Department of Postsecondary Education will provide information derived from this linkage to each of the State's two year colleges. Under the scope of the Plan for Student Tracking, Placement, and Follow up, this report will become an integral part of The Alabama Department of Postsecondary Education's Student Success Model for Retention in Occupational Programs.

II. SECONDARY, POSTSECONDARY AND ADULT OCCUPATIONAL PROGRAM, SERVICES AND ACTIVITIES

A. SECONDARY

1. TYPES OF SECONDARY INSTITUTIONS CONDUCTING PROGRAMS

a. Centers for Technology. In a few of the large populations or industrial centers of the state, educators have been reforming vocational institutions into centers for technology. In such a center, the emphasis is on tech prep and occupational preparation for more high tech types of occupations.

b. Area Vocational/Technical Centers/Schools. This type of facility is set up to serve students from more than one feeder school. Usually, the students are transported to this facility for three hours of concentrated occupational preparatory instruction. Programs in all instructional program areas are conducted at the area vocational centers.

c. Comprehensive High Schools. This configuration involves many high schools where six or more vocational programs are offered. Because there is no transportation problem, some courses are offered as one or two hour period courses.

d. Limited Programs. In some high schools, mostly the rural schools, two or three vocational programs are offered, usually Agribusiness and Home Economics and sometimes Business Education.

2. SUMMARY OF ACHIEVEMENTS, SERVICES AND ACTIVITIES

Adult vocational programs in Alabama offered by secondary school districts served a total of 17,037 regular students and students in apprenticeships programs. Adult programs were offered by 86 school districts at comprehensive high schools and area vocational centers.

Adult programs were open to full participation by individuals who are members of special populations. Funds were expended for instructors salaries equipment and materials and supplies to support instruction.

Program were of sufficient size, scope and quality to enable students to:

a. obtain entry level employment or
b. upgrade their skills for advancement in existing employment.

Advisory committees were used to ensure that the programs were tied to the economics development needs of the state. Adults were trained in all all aspects of the occupations in which job openings were projected or available.

B. POSTSECONDARY

1. Copy of the Performance Measures and Standards Performance Report is attached.

2. The Alabama Performance Measures and Standards were adopted on September 14, 1992, by the State Board of Education to complement the national performance measures and standards. The key elements of The Alabama Performance Measures and Standards include: (1) competency gains in academic skills, (2) workplace/job readiness, (3) retention, and (4) placement and follow up.

3. Community (21), Technical (8), and Junior (2) Colleges received the federal vocational education funds during the 1993-94 program year. (See Appendix D)

4. Many achievements were accomplished by the Colleges receiving the federal vocational education funds during the 1993-94 program year. Critical assistance and supporting services such as academic and vocational assessment, orientation, counseling, and job placement significantly assisted participants by providing them and opportunity to be successful in college, at work, and for a better life. Without the Perkins II Act funds, many could not have benefited from the activities and supporting services associated with the colleges receiving the federal vocational educational funds during the 1993-94 program. Colleges reported that most of the completers and graduates have jobs in the field of training or in a related field of training. A smaller number of the occupational graduates are continuing their education or training while some are seeking employment for full-time career. Graduates also benefited from the following activities and supporting services.

   a. Individual orientation, assessment, counseling, career planning and job placement services were provided to students. Many individuals at the colleges were helped with such assessments as the:

Strong Interest Inventory
Self-Directed Search
Adult Education Oral Reading Test
Coopersmith Self-Esteem Inventory
John Holland Self-Directed Search
Test of Adult Basic Education (TABE)
Learning and Study Strategies Inventory
Myers-Briggs Type Indicator
General Aptitude Test Battery
Values Inventory
Kudar Occupational Interest Survey
Self Directed Search
Self Esteem Inventory
Survey of Personal Values
ACT-ASSET Placement for math, English and writing
Student Occupational Competency Achievement Testing (SOCAT)
Self-Assessment Exercises

   b. The Career Planning and Placement Office functioned as a bridge between a student's academic preparation and the working world. The office carried on numerous activities, including career counseling, maintaining a career information library, receiving and publishing job vacancy notices, arranging for prospective employers to visit the campus and interview applicants, mailing student's credentials to prospective employers, and publicizing campus interview sessions. Placement activities included:

Publishing Job Vacancies	Posting Job Announcements
Free Resume Samples	Interviewing Applicants
Free Letter of Application Samples	Job Vacancies Notices
Career Information Library	Annual Career Information Fair
Free Career Information Materials	Annual College Transfer Day
Career Outlook	College Transfer Information
Graduate Placement Information Report	Individual Career Counseling

c. College staff were added to maintain follow-up information on job placement of vocational graduates. Staff were trained to use sophisticated Scantron equipment and a computerized software system for tracking of graduates. Graduate Surveys were systematically administered to graduates during the year. Follow-up surveys were mailed. To improve the response rate to the Graduate Surveys, telephone calls were often conducted to non-respondents. Reports were often generated using dBase and Lotus software which was purchased with Perkins II funds.

d. College staff and faculty assisted graduates with job search skills to improve the image of vocational job applicants and to increase their chances of being hired. Professional resumes were prepared for occupational/technical graduates using WordPerfect and a laser printer for the production of job seeking quality materials.

e. Colleges established job/career search centers with diverse materials and software support. Daily job availabilities were posted for student use.

f. Applied technology instructors are actively engaged in networking with business and industry and seek job opportunities for students through this association. Job placement is an active requirement of all applied technology instructors.

g. Availability of "Discover," beginning career exploration service and software, matched student characteristics with those of people in various career fields.

h. Special Career Exploration classes were designed and taught for student to explore career fields. Guest speakers in occupational areas were presented to enrich the class on additional career information. Assessment on strengths and weaknesses; career choices, job skills, decision making techniques and field trips to high tech companies were also included.

i. One of the most helpful strategies that could be employed to increase student work skills and job placement is AIT's "Workplace Readiness Skills" program. Training is provided in "Workplace Readiness Skills," a multi-media resource that teaches

the basic employability skills of problem solving, teamwork, and self-management. These self-contained modules are being used as supplements to existing math, English, and orientation courses. These modules are incorporated to improve listening, speaking, and writing skills, and make positive application of these skills to the workplace. This program should be presented in a required course (such as English) in conjunction with resume writing and interviewing techniques.

j. The actual occupational placement percentage for the 1993-94 program year varied for colleges and programs. The total number of colleges that have the following types of placement services available for students for increased job placement are shown below. The most often noted placement services available at the colleges were job placement information, academic remediation, and student follow-up. Career seminar, resume service and listing of Civil Service Announcements were the fewest placement services.

Career Counseling	Academic Remediation
Job Skills Preparation	Assessment
Employability Skills	Job Placement
Vocational Rehabilitation	Career Planning
Publications	Job Placement
Job Fair	Resume Service
Career Seminars	Employer Follow-Up
Student Follow-Up	Career Resources
Publications	Up-To-Date list of available Civil Service Announcements
State Occupational Information Coordinating Committee (SOICC)	

k. The career guidance counselors represented the largest number of counselors at the colleges in the Alabama College System. Part-time counselors with shared responsibilities with other programs were the typical counselor available to students and should be considered during professional development planning because of the range of responsibilities. A representative number of student services personnel reported by the colleges are listed below.

	Career Guidance Counselors	Job Placement Counselors	Special Populations Coordinator
Part-Time	11	4	4
Full-Time	51	12	18
Part-Time shared responsibilities in other programs	36	19	21

Graduates accomplished the following with these funds:

a. Pre/post test analysis of changes in self-concept, academic aptitudes, and maturity for occupational/technical careers were administered and results discussed with participants

b. An active Co-op program assisted students in job readiness and placement

c. Assessment and career counseling for proper career placement

d. Developmental academic skills

e. Higher technical skilled training

f. Placement assistance for full-time or part-time employment

g. Competency skills in academic course

h. High-tech equipment operations

i. Computer-based skills with software packets

5. ADULTS

a. Number of Adults Served. (Include locally-funded and business/industry sponsored programs.)

Students in regular occupational/technical programs	80,764
Students in Training for Business/Industry	19,723
Students in Apprentice (Electronics)	30
Students in Apprentice (Culinary Arts)	17

b. Give the number of students served in each of the following:

(1) On-going courses conducted at one of your facilities - 154,122 reported in the 1993-94 Perkins II Performance Measures and Standards Assessment.

(2) On-going courses conducted in other facilities - 26,627 reported in the 1993-94 Perkins II Performance Measures and Standards Assessment.

(3) One-time course conducted at your facility - 2,330 reported in the 1993-94 Perkins II Performance Measures and Standards Assessment.

c. Give examples of program success such as:

(1) Employed as a result of the training - (See Appendix N)

(2) Promoted or upgraded as a result of training - (See Appendix N)

(3) Completed apprenticeship

Thirteen (13) students in Electronics at the Bevill Community College - Brewer Campus

Seven (7) students in The Culinary Apprenticeship at Jefferson State Community College

(4) Self-employed as a result of the training - (See Appendix O)

6. Program of exemplary nature

a. Program Title: Industrial Maintenance Technology (CIP 47.0303)(Patterson State Technical College)

b. Program Objectives: Students will:

(1) Apply technical knowledge and skills to repair and maintain industrial machinery and equipment.

(2) Apply basic engineering principles and technical skills in support of engineers engaged in developing control and measurement and procedures.

(3) Calibrate, test, schedule, and maintain production control instruments including Programmable Logic Controls (PLC's).

(4) Troubleshoot controls and instruments to identify maintenance and repair needs.

(5) Develop and maintain technical reports, monitoring records, and repair schedules.

c. Program Description

The Industrial Maintenance Technology Program is an exemplary instructional program that prepares individuals to apply technical knowledge and skills to repair and maintain industrial machinery and equipment such as cranes, pumps, engines and motors, pneumatic tools, conveyor systems, production machinery, marine deck machinery, and steam propulsion, refinery, and pipeline-distribution systems; and to apply basic engineering principles and technical skills in support of engineers engaged in developing control and measurement systems and procedures.

Includes instruction in instrumentation design and maintenance, calibration, design and production testing and scheduling, automated equipment functions, applications to specific industrial tasks, and report preparation.

d. Program Curriculum and Activities

(1) Develop application knowledge and skills through a series of theory courses and application laboratories.

(2) Practice technical and problem solving skills using actual industrial equipment, instruments and tools.

e. Program Linkages with Business/Industry

A major function of the Industrial Maintenance Technology Program is to upgrade skills for persons currently employed in industrial maintenance or related occupations. Almost 70% of the current program enrollees are employees of manufacturing industries. These employers are paying for the training to upgrade the performance of their employees, to provide a new source of maintenance employees, or to enable their work force to implement advanced technology.

f. Number of Students Served

Over 300 students have been served.

g. Program Results

(1) Critical assistance and supporting services such as academic and vocational assessment, orientation, counseling, and job placement significantly assisted participants by providing them an opportunity to be successful in college, at work, and for a better life. Without the Perkins II Act funds, many could not have benefited from the activities and supporting services associated with the colleges receiving the federal vocational education funds during the 1993-94 program.

(2) Current enrollment 108 students.

(3) Most students are receiving an Associate Degree in Applied Technology which includes 37 quarter credit hours of general education course work in addition to over 75 quarter credit hours of technology course work.

(4) Most students do not maintain continuous enrollment until completion. Many drop out during peak production cycles in their industry; however most students return and complete their programs of study.

(5) Over 95% of the completers and graduates are employed. Almost 80% of the completers and graduates are employed in the field.

(6) College staff assisted in follow-up information on job placement of vocational graduates. Surveys were systematically administered to graduates during the year. Follow-up surveys were mailed. To improve the response rate to the Graduate Surveys, telephone calls were often conducted to non-respondents. Reports were often generated using dBase and Lotus software which was purchased with Perkins II funds.

(7) The college assists students with job placement. The college also maintains students status records that assist employers in ascertaining future training needs.

(8) Federal Vocational Education funds were used to assist students with occupational and academic requirements. Academic skills were integrated into the occupational programs with applied concepts and competencies from mathematics, English, and science.

h. Nine other State colleges in the Alabama College System have the Industrial Maintenance Technology Program (CIP 47.0303). Combined total enrollment for these nine colleges was 105 for the 1993-94 program year.

Other Colleges with the Industrial Maintenance Technology Program (CIP 47.0303)

Alabama Southern Community
Ayers Technical
Bessemer Technical
Gadsden Community
Lawson Community
Northwest-Shoals Community-Muscle Shoals
Northwest-Shoals Comunity-Phil Campbell
Shelton Community-Main
Southern Union Community-Opelika
Snead Community College

III. SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN (Secondary and Postsecondary Education)

1. Summary of Totals

A. Number of single parents, displaced homemakers, and single pregnant women served at the secondary level in 1993-94 was 716 (13 programs).

B. The dollar amount allocated to the single parents, displaced homemakers, and single pregnant women program was divided between economically depressed and non-economically depressed areas. See the breakdown below:

Economically Depressed<---------->$232,290.03
Non-Economically Depressed<---------->$105,015.19

C. Number of single parents, displaced homemakers, and single pregnant women served at the postsecondary level in 1993-94 was 4,778 (30 programs).

D. The dollar amount allocated to the single parents, displaced homemakers, and single pregnant women program was divided between economically depressed and non-economically depressed areas. See the breakdown below:

Economically Depressed<---------->$657,786.86
Non-Economically Depressed<---------->$367,854.18

2. Description of Services Provided

A. The following achievements occurred in the 30 single parents, displaced homemakers, and single pregnant women programs in the two-year colleges:

1. Variety of seminars were conducted on college and self preparation for life long learning.

2. Public service announcements and advertisements regarding programs were sent to area newspapers, radio, and television stations.

3. Basic skills training as well as life skills training was provided to many of the participants.

4. Linkages in 50 percent of the projects were developed with JOBS, a segment of the Welfare Reform Act.

5. Colleges linked with the following agencies: Public Health, Mental Health, Child Care Agencies, Housing programs, Private Employers, State Department of Education, and Adults Basic Education (ABE), General Education Development (GED).

6. Work-based education was made available to displaced homemakers, single parents, and single pregnant women.

7. Follow-up studies have been completed on 30-60-90 and 360 day intervals.

8. Collaborative networking occurred with county and state referral agencies to provide participants with support services to enhance retention and ensure completion of the project.

9. Arrangements were made with 205 employees for work-based observation.

10. Each participant received from 3 to 5 hours credit in a standard personal development course.

11. Video productions which brought business and industry to the classrooms were utilized.

12. Scholarships were provided from colleges and private industries in order to allow participants to complete their course work.

13. Financial aid was provided to all participants.

14. Individualized counseling and career planning were conducted.

15. Transportation, child care, tuition, fees, books, supplies, and materials were provided for needed participants. Participants were also informed about the availability of Pell Grants, Presidential Scholarships of Achievement, Work Study/Co-op Programs and other college financial resources.

16. Presentations of "Job Search Skills" and "Employment Readiness" were provided to students.

17. An overall placement rate of 91 percent was reflected in employment and/or continuing education.

18. Career orientation and exploratory sessions were conducted. Comprehensive outreach strategies to identify and recruit special populations were planned and implemented.

19. Pre and post-test analyses of changes in self-concept, academic aptitudes, and maturity for vocational program training were administered and results discussed with students.

20. New technology units were provided to program participants with multiple resources from learning resource centers, women's centers, and career development centers.

21. Major linkages were accomplished with Human Resources district offices, community organizations, local mental health clinics, State and Private Employment Service Offices and Technical and Community Colleges occupational and academic skilled programs both in traditional and nontraditional occupations.

B. The following achievements occurred in the 13 secondary programs:

1. Career orientation and exploratory sessions, varying in length, and comprehensive outreach strategies were used to identify and recruit special populations.

2. Resource files providing information on men and women employed in occupational areas through the SOICC/Career Information Automated Counseling Service were developed and expanded.

3. New technology training units were provided to program participants with multiple resources from resource centers, women's centers, and career development centers.

4. Major linkages were made with Mental Health Clinics, Department of Human Resources, community organizations and agencies, State and Private Employment Service Offices and Technical College skilled programs for occupational training and employment in traditional and nontraditional occupations.

5. An infant-care laboratory serving single parents and single pregnant women at a high school prevented many students from becoming dropouts.

6. Assignments were coordinated and provided to homebound students during the period of confinement for birth of the baby.

7. Tutorial services were provided to homebound single pregnant women who needed assistance in academic subjects.

8. Individualized counseling and aptitude assessments were conducted.

9. Seminars were conducted on the economic aspects associated with marriage, parenting, home, and work.

10. Transportation, child care, tuition, books, supplies, and materials were provided for needed participants.

11. Programs for single pregnant women and single parents were coordinated with other agencies such as hospitals, Auburn University Extension Service to provide instruction in nutrition, and Alabama Medicaid Agency in Healthy Beginnings which is a prenatal care program.

12. Special nursing services were provided to single parents and their child or children with medical counseling services also provided in group settings.

13. Video productions which brought the business and industry community to the classrooms were utilized.

14. Industry specific skill training was provided using a linkage with industry in the community.

15. Individualized vocational and social assessments were provided for setting goals, self assessment, decision making, utilizing community support services, and developing communication and job survival skills for single parents.

16. Counseling and economic services were provided as an effort to prevent single parents from becoming dropouts.

3. Special Delivery Methods Used That Are Unique And/Or Effective

A. Short-term orientation units
B. New technology occupational programs
C. Networking and linking for survivalship
D. Industry special skill training
E. Employability skill development
F. Diversified program offerings for the special population students
G. Individual student counseling
H. Seminars - Guest lectures and group interaction
I. Developing specific plans on each student for employment or continued education
J. Infusing parenthood education with occupational preparation

The services most needed are the following: tuition, transportation, child care, counseling, life skill development, pre-employment preparation, jobs with wages above $7 per hour, and time for advanced skill training while employed.

4. Method for Determining Greatest Financial Need and Number Served Who Meet the Criteria

The method for determining greatest financial needs and how priorities are established for those selected for vocational education programs, services, and activities is as follows: (Source: Alabama State Plan for Vocational Education: Three Year State Plan 1992-1994, P. 28).

A. Depressed Area Funding for Greatest Need for the Program

Eligible recipient's average unemployment rate over the past three years at 1 1/2 time (or greater than) the national rate for that period and/or having a concentration of families statewide below the poverty level will be classified as economically depressed areas.

B. Students' Greatest Financial Need

An individual profile will be established on each participant. An intake counselor/coordinator will be utilized to determine the greatest financial need of each participant. The intake demographics will be evaluated by "worst first" enrollment into the individual programs by race, location of living, family status, displaced condition, spouse disability, self handicapped, educational level, highest degree of certificate earned, employment (with unemployment and then underemployment before employed), type of employment, length of employment (part-time, seasonal or full-time), type of income received (hourly wages, commission or tips), income adequate for family, economic status (how much earned last year), and the types of income (salary, alimony, child support, regular income, insurance payments, interest or dividend, unemployment compensation, AFDC, general assistance, other public assistance, rental income, savings, other (specify).

Pell Grant application process has been the greatest determining factor at the postsecondary level. Students who qualify for Pell Grants and have no funds are served first before any other students are allowed within the project services.

Eighty-eight (88) percent of the participants qualified for a greatest needs basis. There was a total of 4,778 students in all projects and 4,204 qualified for greatest needs basis.

5. Exemplary Programs

See Appendix E for Exemplary
Secondary Program

All 30 postsecondary programs are exemplary programs. These programs provide:

Designed recruitment with printed brochures, radio and television announcements.

Assessment before placement into academic and occupational programs.

Individual and group counseling throughout the college program by project counselors.

Employability skills in both or either traditional or nontraditional career fields.

Childcare services for each participant who has a need for childcare while in pre-training, training, and employment entry.

Job placement assistance for participant completers and some leavers.

Seminar supportive networking and information sharing regarding financial aid, legal assistance, career paths, and community resources availability.

IV. STUDENTS IN NONTRADITIONAL PROGRAMS (SEX EQUITY)
(Secondary and Postsecondary Education)

1. Summary of Totals

A. Number of students at the secondary level served in nontraditional programs (sex equity) was 12,934 in 20 programs.

B. Number of students at the postsecondary level served in nontraditional programs (sex equity) was 12,692 in 20 programs.

2. Achievements/Services Provided

Achievements and services provided to reduce sex bias, sex-role stereotyping and sex discrimination in vocational programs were as follows:

A. Partners for Education Equity in Aviation was continued with education, government, and business groups.

B. Male nontraditional enrollments were in the following programs: Nursing (ADN), Licensed Practical Nursing (LPN), Business Word Processing, Office Management and Cosmetology. There were 3,841 males in 20 projects.

C. Support seminars were provided in 150 different topics.

D. Female nontraditional enrollments were in the following programs: Engineering, Electronics Technology, Drafting and Design Technology, Barbering, Building Maintenance, Graphics and Printing, Industrial Electronics, Ornamental Horticulture, Welding, Computer Technology, Telecommunications, Hazardous Waste Management, Electrical Technology, Automotive Technology, Automotive Body Repair Technology, Heavy Equipment Operations, Avionics, and Aviation Technology. Brochures, catalogs and other publications were reviewed for sex fair language and sex role stereotyping pictures. There were 5,851 females in 20 projects.

E. A Gender Equity Workshop was conducted with 14 media representatives participating in a question-and-answer session.

F. Counseling was provided encouraging both men and women to enroll in nontraditional instructional programs, analysis of self-assessment, career and wage options was provided.

G. Vocational counselors in the high schools provided information to postsecondary institutions regarding special project assistance.

H. Certain occupational training programs were provided through news releases, brochures, video (PSA) and audio (PSA), billboards, and role model feature magazine stories to encourage nontraditional student enrollments.

I. Summer institutes, seminars and career workshops were sponsored with representatives from various industries to emphasize nontraditional training, employment opportunities, and wages.

J. Workshops, public awareness efforts, and occupational training in nontraditional programs were conducted.

K. Personal development classes were provided to students in decision-making, job search, self-esteem building, personal and group counseling.

L. Computer assisted laboratories with hardware and software were developed to create nontraditional career awareness with academic and occupational skills for staff and students.

M. Lap-top computers and accompanying software provided participants with home practice for computer skills.

N. Specific skill tasks from occupational nontraditional programs were organized for nontraditional students to be placed in employment.

O. A curriculum plan, "Gender Equity in the Social Studies," was developed by social studies teachers outlining gender equity concepts in a cooperative effort to integrate Vocational Education and academics.

P. Assistance was provided to participants in the form of tuition, books, supplies, transportation and childcare.

Q. Seminars with panelists and role models were utilized to create awareness for staff, employers, and new students.

R. Middle school hands on exploratory programs in short lengths of time in nontraditional skill areas were provided.

S. Curriculum materials were reviewed for sex bias language and sex-role stereotyping in secondary programs.

T. Five gender equity billboards were designed by students and placed on prominent highways.

U. Recruitment videos for targeting females into nontraditional programs were developed and distributed.

V. Gender equity posters and logos were developed and distributed statewide.

W. Transportation was provided from pick-up points for junior high school students to participate in the evening program.

X. Career resource centers focusing on nontraditional careers have been established in high school libraries and at college campuses.

Y. Project Directors/Coordinators were involved in area women's organizations in the local community.

Z. Students received personal development classes in decision-making, job search, self-esteem building, personal and group counseling.

3. Cooperative Efforts with the Private Sector

A. Students made site visits to businesses and industries with focus on nontraditional skill needs and employment opportunities.

B. Contributions from private sector were made to colleges in the form of consultants, scholarships, and mentors for nontraditional students.

C. Industry linkage for employment skills entry, job up-grading, and current technology for men and women occurred.

D. There were cooperative efforts with businesses, industries, and government both the private and public sectors for serving nontraditional participants.

E. A "Summer Safari" for middle school students was hosted for the first time. A "Career Day" was held for area high schools with over 200 students and 12 counselors looking at 18 occupational/technical programs. Local merchants sponsored a cookout for "Career Day."

F. Key agencies provided services to the project: Alabama State Employment Office, local news media, West Alabama Community Services, Department of Human Resources, League of Women Voters, Women's Network, Insight Center, Chamber of Commerce, JVC, Women's Division, U. S. Department of Labor, Motorola UDS, the Minority Engineer Program, University of Alabama.

G. Workshop "The Nineties: The Decade of Successful women in Nontraditional Careers" focused on electronics as a career.

4. Exemplary Programs

See Appendix F for Exemplary Secondary program.

All 20 projects for postsecondary have exemplary emphasis with the following components:

Systematic recruitment, screening, assessing and placing nontraditional students.

Plan mentoring in advanced technology program in order to retain new nontraditional students.

Specific technology and academic skills training for technology employment or advanced education transfer toward advanced degrees.

Individual and group counseling for student needs.

Job placement for program completers and some leavers.

Supportive services with tuition, books, supplies, child care, transportation, and community resource needs.

V. CRIMINAL OFFENDERS IN CORRECTIONS INSTITUTIONS

A. Number of students served

There were 4,275 incarcerated students served in technical college training.

B. Names and addresses of institutions participating:

- Central Alabama Community College
  P. O. Box 389
  Childersburg, Alabama 35044

- Jefferson Davis Community College
  P. O. Box 958
  Brewton, Alabama 36426

- Gadsden State Community College
  George Wallace Drive
  Gadsden, Alabama 35999-9990

- Ingram State Technical College
  P. O. Box 209
  Deatsville, Alabama 36022

- Lawson State Community College
  3060 Wilson Road
  Birmingham, Alabama 35221

- Sparks State Technical College
  P. O. Drawer 580
  Eufaula, Alabama 36027

- Department of Youth Services
  P. O. Box 66
  Mt. Meigs, Alabama 36057

C. The types of programs or services provided were occupational/technical, developmental, adult literacy and academic programs.

D. The achievements resulting from programs and services were that incarcerated students have earned an Associate in Applied Science (AAS) - Associate in Applied Technology (AAT) degree, certificate, or diploma in occupational programs.

E. Addition funds expended for criminal offenders from the Carl D. Perkins Act were at J. F. Ingram in displaced homemaker and gender equity.

F. Exemplary Programs

There were no exemplary programs for incarcerated this year.

VI. SPECIAL POPULATIONS

A. SECONDARY SERVICES TO SPECIAL POPULATIONS

1. GENERAL

a. Job Descriptions. In order to direct the services of Special Populations Coordinators and remedial teachers, the Division prepared job descriptions which emphasized the integration of academics and vocational skills and those services to help those students succeed in quality programs. Appendix G contains those job descriptions.

b. Local Application Plan. The Division required a local application plan designed for both state and federal funds. In order to qualify for funding each LEA had to:

(1) Give the required assurances regarding special population services.

(2) Assure that academic and vocational skills would be integrated.

(3) Identify sites as programs for use of federal funds.

(4) Designate specific program improvement activities. Local application plan is included in State Plan.

c. Special Populations Services Monitoring System. Because LEAs are required to monitor the services provided to special populations, the Division developed and disseminated an instrument to be used for monitoring. Appendix H is the instrument.

d. Other Services. The Division also provided printed guidelines, inservice and technical assistance to assist LEAs in providing services to the special populations.

2. DISABLED (HANDICAPPED)

a. Number of disabled served in programs. (See attached table.)

b. Equal Access. Several methods are employed in recruiting and placing the disabled. They include:

- State Rehabilitation Testing Service
- Special populations coordinators assessment
- Student and parental notification
- Making facility accessible for disabled
- Four-year education plan
- Teacher/counselor referral
- Vocational rehabilitation testing
- Career orientation programs
- COPS Interest Survey
- Short-term work experiences

- Promotional materials (i.e., videos, brochures, handbooks pamphlets, bulletin boards)
- IEP committee referral
- Individual contacts by vocational teachers
- Aptitude tests
- Comprehensive guidance and counseling programs
- Tours of vocational programs
- Pre-vocational programs
- Special education coordinators assessment

Coordination. Several services and activities are involved in coordinating services with Special Education and Vocational Rehabilitation. They include:

- Transition Coordinator
- Coordination by special populations coordinator and vocational coordinator
- Using Rehab's mobile unit to help assess students
- Daily/weekly report from Vocational Rehab Coordinator
- IEP teams
- Testing by Vocational Rehabilitation; referral by Special Education
- In-service conferences cooperative agreements involving Rehabilitation Vocational Education and Special Education
- Special administrative agreements and/or arrangements
- Service conducted by guidance and counseling to involve all agencies

Student assessment. Several methods and procedures are used for conducting student assessment:

- Assessment by Vocational Rehabilitation
- Surveys of barriers
- Tests administered by Vocational counselors or Assessment coordinators such as GATB, MESA, WISC-III; Enderle-Serverson Transition Rating Scale; Vineland Social Maturity Scale; COPS; CII; SAM; TABE, BCT, AHSGE, Stanford Achievement, DAT, OVIS, SAGE, and others
- Personal interviews
- Evaluation of student achievement based on IEP
- Explanatory programs
- Teacher/special education populations coordinator classroom observation
- Assessment centers at vocational schools
- Work samples/classroom grades
- Screening committee reviews

Career Development and Employability

- Life Centered Career Education (LCCE) Curriculum
- Integration of academics
- Transition programs
- Vocational student organization activity
- Pre-employment training by Vocational Rehabilitation

- Employability skills and work readiness instruction per vocational program area
- Integration of Tech Prep
- JTPA program
- Specific occupational skills instruction
- Using software dealing with pre-employment skills
- Career days
- Special speakers and field trips
- Job coaches
- Group counseling sessions
- Cooperative education
- Career Guidance centers
- Exploratory and special vocational courses
- Enhance academic skills by computerized instruction and other methods

Transition from School to Work

- Interviews by Rehab to determine employment possibilities
- Specific job skills instruction
- Employability skills instruction/remediation
- Community-based services
- Supervised work experiences
- JTPA programs
- Special populations coordinator
- Placement efforts of vocational teachers
- Special work experiences provided
- Canvassing employers to locate apprenticeship opportunities
- Guidance and counseling
- Cooperative education
- Transition plan with goals, objectives, and activities
- Transition programs
- Job Coaches

c. Supplemental Services

(1) Equipment modifications

- Facility modifications to meet ADA requirements
- Voice synthesizers
- Color coding
- Special furniture
- Elevators for wheel chair patients
- Automated hand knitter
- Videos for demonstrations
- Digital meter for electronics
- Equipment with safety modifications
- Redesign of kitchen facilities
- Simplified equipment
- Screen readers
- Tape recorders/dictaphones for blind students
- Shop equipment modifications
- Portable sewing machines
- Ken Cook Learning Systems

. Computer projection panels
. Trainers and simulators
. Special typewriters
. Computer equipment

(2) Curriculum modifications

. Frequent evaluations
. Computer-assisted instruction
. Time modifications
. Learning labs
. Simplified task
. Oral tests
. Self-paced instruction
. Short assignments
. Prescriptive assignments
. Resource lab for each vocational program area
. Remedial instruction
. Specialized classes
. Integrated academics
. Modification of lesson plans

(3) Supportive personnel

. Craft committees
. Cooperative Education Coordinators
. Counselors
. Remedial teachers
. Members of community
. Resource teachers
. Special populations coordinators
. Occupational, speech therapists
. Special education aides
. Transition coordinators
. Vocational rehab personnel
. Pre-employment tutors
. Instructional aids
. Education specialist
. Interpreter for hearing impaired
. Student assistance teams
. Peer helpers

(4) Instructional aids/devices

. Braille and books on tape
. Trainers
. Talking calculators
. Multimedia materials
. Magnifying aids
. Edna lights
. Films, filmstrips, tapes, software, videos, posters, educational board games, etc.
. Special screens
. Simplified tools

- Printers
- Live work
- Computer-assisted instruction
- Large print textbooks
- Teacher-made tests
- Voice synthesizers
- Lazermax
- Special reading programs
- PACE Employability Skills
- Telex
- SOICC materials
- Hypermedia program
- Special safety charts
- Screen readers
- Remedial instruction materials
- TV's/VCR's/Camcorders
- Work samples/3D models
- Large overhead transparancies
- CD-ROM

d. Exemplary Programs

(1) Programs reported by local school systems:

Program Title	School System
Basic Remediation and Pre-employment Work Project	Baldwin County
JTPA Transition Coach	Cherokee County
Resource Class	Bibb County
Basic Skills Program	Chambers County
Drop Out Prevention Program	Cullman County
Supported Vocational Training Program	Jefferson County
Assessment Program	Lauderdale County
Extended Counselor Contracts	Lee County
LETTUCE Program	Lee County
Helping At-Risk Students Stay in School	Lowndes County
Transition School	Marshall County
Home V. Personal Management	Mobile County
Business Education	Mobile County
Consumer Home Economics	Mobile County
Horticulture	Mobile County
Fostering Opportunities to Redirect Unwed Mothers Who Are Students	Montgomery County
Integrated Academics	Perry County
Agribusiness	Tallapoosa County
Special Programs for Persons with Disabilities	Anniston City
Tech Prep	Attalla City
School to Work Transition Program for Students with Disabilities	Auburn City
Job Fair	Bessemer City
Student Transitional Educational Program (STEP)	Birmingham City

Pre-vocational Assessment (Industrial Art)	Dothan City
Work Adjustment	Dothan City
Vocational Transition Work Experience	Florence City
Transition Program	Gadsden City
Basic Vocational Program	Huntsville City
Business Computer Allocations	Jasper City
Placement	Lanett City
Transition/Special Populations	Mt. Brook City
School to Work Transition Program	Muscle Shoals City
Work Specialist	Pell City
School to Work Transition Program	Phenix City
Joint Opportunities for Better Success	Scottsboro City
Adult Transition Program	Tuscaloosa City

A committee was formed to select exemplary program(s). The criteria used in the selection process included the following:

. Number of students served
. Program objectives
. Program description - which included an outline of subject matters
. on activities
. Program results - include (as applicable) enrollment, placement, retention, academic achievements, and services provided.

Appendix I describes an exemplary program for the disabled.

3. DISADVANTAGED

a. Equal Access

(1) Methods and procedures used in recruiting and placing the disadvantaged

- Career interest and awareness programs
- Personal letters to students showing interest
- Tours of vocational programs
- LCCT
- Career fairs/career day
- Student interviews
- Orientation programs
- Teacher/counselor referrals
- Economic status indicators (i.e., free lunch, family income)
- Pre-registration
- Four-year education plans
- Interest/aptitude tests
- VSO activities
- Standardized test scores
- Promotional materials (i.e., videos, brochures, handbooks, bulletin boards, pamphlets)
- Pre-vocational programs
- Guidance and Counseling
- Evaluation of transcripts and test data by teachers and counselors

(2) Assessment

- State occupational Information Coordinating Committee (SOICC)
- Career counseling
- Academic achievement and interest surveys
- Observation
- Pretests for related academics
- Economic status indicators
- Four-year education plans
- DAT, OVIS, ASVAB, GATB, SAT, CII, TAP, CAT, S.A.G.E., PACE, TABE, WRAT-II
- Career labs
- State tests (BCT, AHSGE)
- Selection committees
- Standardized test scores

(3) Career development, including employability skills, academic skills and occupational skills

- Related study classes
- Career exploration
- Resource persons
- Cooperative education programs
- VSO activities

- Articulation with post-secondary
- Guidance and counseling
- JTPA programs
- Career days
- Tours of business and industry
- Mock Interviews
- Employability skills instruction
- Exploratory programs
- Applied academic courses
- Integrated academics
- Group counseling sessions
- Guest speakers from industry
- Career Learning Center
- Occupational skills inegrated in all program areas
- Work readiness instruction
- Computer programs
- Work experience programs

(4) Methods and procedures used to support the transition from school to work

- JTPA programs
- SOICC employment data available
- Shadowing/observation
- Role playing
- Apprenticeship programs
- Transition information
- Lab activities
- Work experience programs
- Employability skills and workplace readiness instruction
- Guest speakers
- Livework experience
- Guidance and counseling activities
- Business/industry visits
- Teacher placement efforts with local industry
- Community-based work programs
- Cooperative education programs
- State employment services

b. Supplementary Services

(1) Curriculum modifications

- Time modifications
- Frequent reviews
- Individualized instruction
- Applied academic courses
- Modified tests
- Special reading level materials
- Computer-assisted instruction
- Additional Resource Materials
- Fee waivers for economically disadvantaged
- Integration of academics
- Modified tasks/objectives

- Modified lesson plans
- Task sheets developed
- Prescriptive assignments
- Shortened assignments
- Self-paced learning styles
- Learning labs
- Remedial instruction

(2) Remediation

- Skills Bank software
- Learning centers
- JTPA programs
- Teacher aides
- Special classes through Adult Basic Programs
- Special populations coordinator
- Individualized instruction/assignments
- Remediation teachers
- General remediation
- Resource programs
- Computerized instruction

(3) Supportive Personnel

- Assessment Coordinators
- Parents/volunteers
- Transition coordinator
- Cooperative Education Coordinators
- Community Resource persons
- Remedial teachers
- JTPA
- Counselors
- Vocational teachers
- Instructional aides
- Resource teachers
- Special Needs coordinators
- Basic Skills instructors
- Craft committees

(4) Instructional Aids

- Hypermedia programs
- Laser disc programs
- Computers
- Ken Cooks Learning Systems
- TV's/VCR's/Camcorders
- Computer-assisted instruction
- Teacher made tests
- Remedial computer software
- Cash registers
- PACE Learning System
- Live work
- Audio visual equipment/materials
- Lower level reading material
- Remedial instructional materials

- Audio visual equipment/materials
- Telex

(5) At-Risk Identification

- School performance/grades
- Intervention teachers
- Alternative school
- Family history
- Poor attendance
- Failed sections of graduation exam
- Discipline reports
- Vocational teacher referrals
- In-school suspensions
- Teen pregnancy/mothers
- Student profiles
- Basic skills tests
- DHR Youth Services
- Special populations coordinator
- Student assistance committees
- Counselor referrals
- Test scores
- Two grade levels behind

(6) Tutorial Assistance

- Special Needs Coordinator
- Peer tutoring
- Parents/volunteers
- Basic skills instructor/program
- Instructional aides
- Job coaches
- Tutorial programs
- Daily reviews
- Computer-assisted instruction
- Jostens Tutorial Computerized Program
- Resource Centers/teachers
- After-school tutoring
- Special programs (i.e., Graduation Assistance Program, Upward Bound)

d. Exemplary Programs

Program Title	School System
Basic Remediation and Pre-employment/ Work Project	Baldwin County
Links	Barbour County
Resource Program	Bibb County
Basic Skills Program	Chambers County
Drop Out Prevention	Cherokee County
Community Coop	Cullman County
*5 JTPA Drop Out Prevention	Cullman County
Vocational Education	Greene County

SAVE Program	Jacksonville City
Integrated Learning Lab Network	Jefferson County
Extended Summer Contracts for Counselors	Lee County
LETTUCE Program	Lee County
Explorations in Technology	Macon County
Transition School	Marshall County
Career Exploration for Vocational Disadvantaged Students	Mobile County
Jostens Learning	Mobile County
Drop Out Prevention Program	Mobile County
Parents are Teachers	Montgomery County
Forums	Montgomery County
Students Taking Actions and Responsibilities to Succeed (STARTS)	Montgomery County
School to Work Transition (STWT)	Montgomery County
Building Results in Dropouts Getting Educated (BRIDGE)	Montgomery County
Tech Prep	Perry County
Integrated Academics	Perry County
JTPA	Perry County
Peer Mediated Learning	Perry County
Remediation/Pre-employment Skills	Russell County
Remediation at Horse Shoe Bend	Tallapoosa County
Work Study Program	Birmingham City
Project SOAR	Birmingham City
Computer-Assisted Basic Skills (CABS)	Birmingham City
Infant Care/Young Mothers Program	Birmingham City
Chamber of Commerce Shadowing Program	Birmingham City
Adult Learning Center	Birmingham City
Career Day	Bessemer City
VICA	Bessemer City
Related Studies	Enterprise City
Basic Skills Remediation	Gadsden City
JTPA Drop Out Prevention Program	Haleyville City
Middle School At-Risk Program	Huntsville City
Creative Parenting Lab	Huntsville City
Teen Parenting Program	Huntsville City
Basic Skills Remediation	Muscle Shoals City
Drop Out Recovery	Muscle Shoals City
Vocational Gender Equity	Ozark City
Single Parents/Singe Pregnant Women's Project	Ozark City
JTPA School-to-Work Transition Program	Ozark City
JTPA Drop Out Prevention Program	Ozark City
Vocational Academic Skills	Ozark City
Basic Competency Remediation and Pre-employment/Work Maturity	Sylacauga City

A committee was formed to select exemplary program(s). The criteria used in the selection process included the following:

. Number of students served
. Program objectives
. Program description - which included an outline of subject matters or activities
. Program results - include (as applicable) enrollment, placement, retention, academic achievements, and service provided

Appendix J and K describes an exemplary program.

4. LIMITED ENGLISH PROFICIENT

a. Program Achievements

- Bilingual basic English course
- Oral tests
- Individualized instruction

b. Improved or Modified services

- Oral tests
- Individualized curriculum
- Individualized instruction
- Language remedial
- Language lab
- Community assistance

B. POSTSECONDARY

Student enrollment of members of special populations in occupational/technical programs continues to increase each year. Approximately 80,764 students enrolled in occupational/technical programs during the 1993-94 program year. It is anticipated that for a three year period, there will be even more increases occupational/technical students. Of the 80,764 occupational/technical students, enrollment of members of special populations continues to increase. However, more progress is required in accomplishing some special populations enrollment goals i.e. Displaced Homemakers and Single Parents and females and males in nontraditional occupational/technical programs.

1. DISABLED

a. Number of disabled students enrolled in programs was 672.

b. Number of disabled students by academic term.

ACADEMIC TERM	DISABLED STUDENTS
1992-93 Summer	486
1993-94 Fall	822
1993-94 Winter	570
1993-94 Spring	607

c. Equal Access Achievements

(1) Methods and procedures used in recruiting and placing the disabled. The community, junior, and technical colleges operate with an open door policy for serving students. All colleges must meet the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who have special accommodations needs declare to the 504/ADA Coordinator or Student Services Dean their individual need. The 504/ADA Coordinator works with the

students and instructor(s) to make reasonable accommodation with preclude undue hardship and still meet course and program requirements.

(2) How you coordinated services with Special Education and Vocational Rehabilitation. Vocational Rehabilitation has eight district centers that provide articulation services to college students with disabilities. Assessment before placement into programs has been the major service that the Department of Vocational Rehabilitation has provided to college students with disabilities. Some equipment is provided by Vocational Rehabilitation for those students who have a declared need. Special Education is assisting the students until they are 21 years of age, if they are moving from a high school special education program to a college track with continual learning disabilities.

(3) How you conducted student assessment. College student assessment is mandated by the State Board of Education for all students before placement into academic and occupational/technical programs. Students who score below a college standard cut score are placed into developmental academic education and introductory occupational courses. The State Board of Education has mandated through the Perkins II Performance Measures and Standards a pretest and post-test for all students enrolled in occupational/technical. Many students pretested with the ACT-ASSET test (Form B) before placement into academic or occupational/technical programs. The areas assessed were reading, writing and mathematics--numerical skills or algebra. The students who achieved low scores in either reading, writing or mathematics areas were advised to enter developmental education for the applicable areas before enrolling in occupational/technical programs. The post-tests were administered after training in Associate in Applied Science (AAS) - Associate in Applied Technology (AAT) degree, certificate, or diploma in occupational/technical programs. This related to no earlier that the beginning of the student's second academic year and no later that at application for graduation. Predominantly, the post-tests were the ACT-ASSET test (Form C). The areas assessed using the ACT-ASSET (Form C) were reading, writing and mathematics--numerical skills or algebra. Students with disabilities were also assessed with a battery of tests provided by Vocational Rehabilitation; both written and performance based. Other Individual orientation, assessment, counseling, career planning and job placement were provided to students. Many students with disabilities at the colleges were also helped with such assessments as the:

Strong Interest Inventory
Self-Directed Search
Adult Education Oral Reading Test
Coopersmith Self-Esteem Inventory
John Holland Self-Directed Search
Test of Adult Basic Education (TABE)
Learning and Study Strategies Inventory
Self-Assessment Exercises
Student Occupational Competency Achievement Testing (SOCAT)
Myers-Briggs Type Indicator
General Aptitude Test Battery
Values Inventory
Kudar Occupational Interest Survey
Self Directed Search
Self Esteem Inventory
Survey of Personal Values

(4) How you conducted career development to include employability skills, academic skills, and occupational skills.

Employability Skills. Currently, all colleges are operating under a State Board of Education policy requiring implementation of the "Workplace Readiness Skills" into all the occupational curricula for the state standards. The "Workplace Readiness Skills" modules focus on fundamental competencies of self-management, teamwork, and problem-solving using approximately 71 clock hours of computer-based instruction--print, video programs, videodisc, and software. The self-management unit contains twenty lessons in which students learn and practice a three-step approach for dealing with performance problems and career transitions. The teamwork unit is designed to introduce the skills that help students become members of an effective work team. The problem-solving unit presents steps for solving problems effectively and contains five lessons that focus on one step in the process. These modules are produced by the Agency for Instructional Technology (AIT). Many colleges have purchased these modules and are in the process of implementing them into the occupational curricula. All the other colleges reported progress toward implementation in the near future.

Academic Skills. Academic skills are twenty-five percent of the coursework required in a program to earn an Associate in Applied Science (AAS) - Associate in Applied Technology (AAT) degree. Certificate and diploma occupational/technical programs have one required math and one required communications course. Applied academics have been taught in some of the Tech-Prep linkages of secondary and postsecondary curricula in the twenty-five (25) Tech-Prep Consortia. Developmental skills are taught to increase students academic skills to succeed in college credit courses.

Occupational Skills. Career development is occurring in 117 occupational/technical programs varying in length from six months to twenty-four months. Courses are designed to meet Commission of Educational Institutions (COEI) or Commission on Colleges (COC) accreditation. Thirty-six of the 117 programs have course content ready for approval by the State Technical Course Directory Committee.

(5) Methods and procedures used to support the transition from school to work. Placement personnel are located in colleges and coordinate placement activities with occupational program instructors. Instructors are the vital link in students' transition from the classroom to the labor force. An ADA and/or 504 Coordinator has been designated at each college campus to assist persons with disabilities in job placement as well as program placement. There are work-based programs in many of the colleges for students who are working and attending college. Eighty percent of the students are in a work-based program or seeking part-time employment. These students are working part of full-time while attending college part-time.

d. Supplemental services

Describe any additional or supplementary services you provided to the disabled. Assistance, supplemental services, and activities included:

(1) The 504/ADA coordinators, college counselors, deans of students, financial advisors, and other provided counseling and financial information, often using a client-centered and need-based approach. Project and college staff provided academic and career counseling and provided information concerning the college special facilities and services to the disabled.

(2) Special population counselors coordinated all efforts to ensure that College complied with ADA, Title II and investigated any complaints related to discrimination. Worked with other staff as a team to ensure compliance in categories of employment, programs and services. Counselor advised students relative to special facilities and needs on campus. Assured needs of special population students were met.

(3) Instructional equipment--computers, closed caption, telephone (deaf), etc.--were purchased.

(4) Disabled students received more in depth assessment. Colleges have received specialized training in vocational assessment for the special needs population through articulation efforts with local school systems. Another component of vocational assessment specifically designed for the disabled individuals was obtained through articulation with Alabama Vocational Rehabilitation services. All colleges in The Alabama College System have access to a vocational rehabilitation counselor. A mobile assessment unit was scheduled to each college to assess all referrals made by special education. This information was then used for occupational goal setting and a program placement decision of disabled individuals.

e. Exemplary programs developed

There were no exemplary programs this year. All students who requested special services have had their special accommodations met and there were no undue hardships on the Program or Colleges.

2. DISADVANTAGED

a. Number of disadvantaged enrolled in occupational/technical programs.

(1) Number of academically and economically disadvantaged students.

Number of academically disadvantaged students was 13,982.

Number of economically disadvantaged students was 12,126.

(2) Number of academically and economically disadvantaged students by academic term.

ACADEMIC TERM	ACADEMICALLY DISADVANTAGED	ECONOMICALLY DISADVANTAGED
1992-93 Summer	8,416	6,511
1993-94 Fall	16,869	13,143
1993-94 Winter	13,898	14,292
1993-94 Spring	16,814	14,556

b. Equal access achievements

(1) Methods and procedures used in recruiting and placing the disadvantaged. Financial Aid Counselors help the economically disadvantaged students with eligibility to benefit for PELL Grants and other scholarships. College Counselors go into the high schools recruiting students. Adopt-a-high school programs are effective at some colleges. Policies permitting high school students to enroll in college classes are in place.

(2) How you conducted student assessment. College student assessment is mandated by the State Board of Education for all students before placement into academic and occupational/technical programs. Students who score below a college standard cut score as placed into developmental academic education and introductory occupational courses. The State Board of Education has mandated through the Perkins II Performance Measures and Standards a pretest and post-test for all students enrolled in occupational/technical. Many students pretested with the ACT-ASSET test (Form B) before placement into academic or occupational/technical programs. The areas assessed were reading, writing, and mathematics--numerical skills or algebra. The students who achieved their low scores in either reading, writing or mathematics areas were advised to enter developmental education for the applicable areas before enrolling in occupational/technical programs. The post-tests were administered after training in Associate in Applied Science (AAS) Associate in Applied Technology (AAT) degree, certificate, or diploma in occupational/technical programs. This related to no earlier than the beginning of the student's second academic year and no later than at application for graduation. Predominantly, the post-tests were the ACT-ASSET test (Form C). The areas assessed using the ACT-ASSET (Form C) were reading, writing, and mathematics--numerical skills or algebra. Students with disabilities were also assessed with a battery of tests provided

by Vocational Rehabilitation; both written and performance based. Other Individual orientation, assessment, counseling, career planning and job placement were provided to students. Many students with disabilities at the colleges were also helped with such assessments as the:

Strong Interest Inventory	Myers-Briggs Type Indicator
Self-Directed Search	General Aptitude Test Battery
Adult Education Oral Reading Test	Values Inventory
Coopersmith Self-Esteem Inventory	Kudar Occupational Interest Survey
John Holland Self-Directed Search	Self Directed Search
Test of Adult Basic Education (TABE)	Self Esteem Inventory
Learning and Study Strategies Inventory	Survey of Personal Values
Self-Assessment Exercises	

(3) How you conducted career development to include employability skills, academic skills, and occupational skills.

Employability Skills. Currently, all colleges are operating under a State Board of Education policy requiring implementation of the "Workplace Readiness Skill" into all the occupational curricula for the state standards. The "Workplace Readiness Skills" modules focus on fundamental competencies of self-management, teamwork, and problem-solving using approximately 71 clock hours of computer-based instruction--print, video programs, videodisc, and software. The self-management unit contains twenty lessons in which students learn and practice a three-step approach for dealing with performance problems and career transitions. The teamwork unit is designed to introduce the skills that help students become members of an effective work team. The problem-solving unit presents steps for solving problems effectively and contains five lessons that focus on one step in the process. These modules are produced by the Agency for Instructional Technology (AIT). Many colleges have purchased these modules and are in the process of implementing them into the occupational curricula. All the other colleges reported progress toward implementation in the near future.

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Occupational Skills. Career development is occurring in 117 occupational/technical programs varying in length from six months to twenty-four months. Courses are designed to meet Commission on Educational Institutions (COEI) or Commission on Colleges

(COC) accreditation. Thirty-six of the 117 programs have course content ready for approval by the State Technical Course Directory Committee.

(4) Methods and procedures used to support the transition from school to work. It is highly recommended for college academically and economically disadvantaged students to complete the requirements for the degree and/or the certificate/diploma programs before transition from school to work. Students who are PELL Grant recipients may also work and attend school on a part or full-time basis.

(5) Methods and procedures used to support the transition from school to work. Placement personnel are located in colleges and coordinate placement activities with occupational program instructors. Instructors are the vital link in students' transition from the classroom to the labor force. The college staff, college counselors, deans of students, financial advisors, and other provided counseling and financial information, often using a client-centered and need-based approach at each college campus to assist persons in job placement as well as program placement. There are work-based programs in many of the colleges for students who are working and attending college. Eighty percent of the students are in a work-based program or seeking part-time employment. These students are working part or full-time while attending college part-time.

c. Supplementary Services

Describe any additional or supplementary services you provided to the disadvantaged. Such services included: remediation, curriculum modifications, supportive personnel, instructional aids, and tutorial assistance.

d. Exemplary Programs Developed

There were no special exemplary programs this year. All colleges are developing the College Developmental Program for Students. These funds were utilized to enhance and develop remediation in mathematics, communications, and writing.

3. LIMITED ENGLISH PROFICIENT (LEP)

a. Number of LEP Students Served

(1) There were 101 Limited English Proficient (LEP) students served in occupational/technical programs during the 1993-94 program year.

(2) Number of students of Limited English Proficient by academic term.

ACADEMIC TERM	LIMITED ENGLISH PROFICIENCY
1992-93 Summer	62
1993-94 Fall	90
1993-94 Winter	71
1993-94 Spring	112

b. Program Achievements

The students received special English tutorial assistance. Most of these students enrolled in developmental English, writing, and mathematics courses. Some occupational programs had to be modified for these students. The buddy system was developed in order that the students could improve communication skills.

c. Exemplary Programs

There were no exemplary programs this year.

VII. STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

A. SECONDARY

1. AGRIBUSINESS

a. New Programs Developed - Gilmore Bell AVC, Jefferson County; Samson High School, Geneva County

b. Programs Expanded - None.

c. Programs Dropped - Jasper High School, regular agribusiness program; Green High School, regular agribusiness program; Vincent High School, regular agribusiness program; Chelsea High School, regular agribusiness program

d. Personnel Development Activities Conducted - None

e. Curriculum Development Activities Conducted - Developed curriculum through which academic and occupational skills may be measured, including all aspects of the industry. In-service meetings were held for 378 agribusiness teachers to disseminate this curriculum.

f. Programs for which New Equipment was provided - 130 estimated.

Private industry and individuals contribute to the Alabama FFA Foundation to support scholarships, contests, award programs, leadership development, and other activities for FFA members.

2. BUSINESS EDUCATION

a. New Programs Developed: Bibb Graves High School, Clay County High School, Mellow Valley High School (shared unit)

b. Programs Expanded: Charles Henderson High School, Ashville High School, Geneva County High School, Slocomb High School

c. Programs Dropped: Tuscaloosa City AVC, Carbon Hill High School, Litchfield High School, McAdory High School

d. Professional Development Activities: State-of-the-art programs and techniques: August '93 conference addressed updating equipment and software and end-of-program testing.

e. Curriculum Development Activities: Developed test item bank of 3,000 test items and piloted 3 end-of-program tests at 19 sites.

f. New Equipment: (37 programs) - Clayton HS, Louisville HS, Austin HS, Decatur HS, Hartselle HS, Enterprise HS, Oxford HS, Clay County AVC, Central East HS, Jackson-Olin HS, Wilcox County AVC, Lawrence Center for Technology, Limestone County AVC, Benjamin Russell HS, Arab HS, Brewer AVC, Auburn HS, Oneonta HS, Scottsboro HS, Madison County Technical Center, Bullock County AVC, Hoover HS, Chambers County AVC, Elmore County AVC

g. Tech Prep: (33 schools) - Allen Thornton AVC, Hillcrest HS (Tuscaloosa), Enterprise HS, Erwin HS, Zion Chapel HS, Butler HS, Limestone County AVC, Houston County AVC, Coffee HS, Anniston HS, Central HS (Tuscaloosa), Huffman HS, Deshler HS, Carver HS, Tarrant HS, Russellville HS, Hartselle HS, Litchfield HS, Warrior HS, Madison County Technical Center, Chilton County AVC, Shelby County AVC, Albert Brewer HS, Auburn HS, Tuscaloosa Center for Technology, Franklin County ABC, Jackson-Olin HS, Cullman County AVC, B. C. Rains HS, Chambers County AVC, Decatur HS, Samson HS, Lexington, HS

3. CURRICULUM, RESEARCH AND EVALUATION

a. Describe the personnel development activities conducted

(1) Vocational and Academic Teachers

Vocational and academic teachers have been meeting together at the local level to identify academic skills (math, science, language) that are related to student outcomes for vocational programs. The state specialists for each program area have provided technical assistance to local systems upon their request. Local systems have been supplied materials that were developed by other systems in the state to be used as resource materials. More than 300 teachers attended summer workshops on using applied teaching strategies.

(2) Counselors

The Division of Vocational Education Services and the Division of Student Instructional Services (Counseling and Career Guidance Section) are using a check list for evaluating counseling activities as related to the Perkins Legislation. This evaluation is used by the local system in preparing for the Performace-Based Accreditation System review. Technical assistance is being provided by sending counseling and vocational staff as a team to provide help as requested by the local education agency. Presentation were made by state staff at counselors meeting at the August professional development conference.

(3) Integration of Academic and Vocational Curricula

Academic competencies for math, science, and language needed for the support of teaching vocational skills have been identified for each occupational program. Academic and vocational teachers have met as teams to review the items and to integrate them into the program. The academic teachers are also learning to include more applications into their theory classes. Several local systems are developing integration models with assistance from the Southern Regional Education Board High Schools That Work project.

b. Describe curriculum development activities conducted:

(1) Integration of vocational and academic methodologies:

(a) Development:

Vocational instructors have included academic competencies as enabling objectives in their instructional programs. Vocational instructors have worked with academic teachers in adopting academic terminology to use in presenting math exercises to their students. In turn the math teachers have begun to use examples related to occupational areas in teaching math in the academic classes. Local systems have conducted in-services in applied and contextual learning.

(b) Dissemination

Applications of math and science skills in occupational programs have been written and distributed in the form of student guides to provide for the application of math and science skills in each occupational area. The state department has provided assistance in local adoption of the applied academic courses.

(c) Field Testing

Regional and local workshops have been conducted to train teachers in the use of math and science content in their lesson plans. Program areas are working with teachers in coding the math and science content taught in their courses. Selected programs are conducting a field test of competency test items which include academic skills as well as psychomotor skills related to the specific occupation.

(2) Curriculum that provide coherent sequences of courses through which academic and occupational skills may be tested.

(a) Development

The State Course of Study for each vocational program area provides coherent sequences of courses that address both academic and occupational skills within each student outcome. The academic and occupational skills are matched to the standard or objective for the student outcome. Competency tests consisting of academic and occupational competencies are administered to each student as they complete a course. The measure of the student's accomplishments are recorded on a student competency profile which documents the students' progress as a result of taking the course.

(b) Dissemination

The courses of study have been disseminated to all vocational teachers, counselors, principals, and vocational administrators. Each program area has developed or adopted test items to measure the student outcomes. Some test items have been adopted for V-TECS, other states, or curriculum consortiums, and some have been developed by teachers in the local systems.

(c) Field Testing

Local systems piloted competency tests in Business, Marketing, Home Economics, Health, T&I, and Agribusiness. The results of these pilots are being used to develop a statewide competency testing system.

(3) Infusion of all aspects of the industry, including quality control, higher order reasoning, employability, management and advanced academics.

The Alabama Policies for Vocational Education requires that each vocational system have an advisory council representing business, industry, labor, agriculture, and government. Council members who represent business, industry, labor, and agriculture on the council must be employed full time. Each program area must have a craft committee consisting of a minimum of five business and industry personnel. Both the advisory council and the craft committee review the course content and the instructional facilities and provide recommendations for the infusion of all aspects of the industry, including quality control, higher-order reasoning, employability, management and advanced academics. One of the major concerns from industry state-wide is that we need stronger emphasis on academic skills, decision making, quality control, and employability skills.

(4) Describe efforts to promote partnership among business education, industry, labor, community-based organizations or government agencies.

Each local vocational system requires that each program have a craft committee. These committees are made up of business, education, industry, labor, government, and community organizations. These assess the relevance of the programs and support efforts to update instructional materials and equipment. Local programs also utilize a community resource file which is compiled through surveys, visitation, seminars, and other contacts with business, education, industry, labor, government, and community organizations. This file provides the names of speakers, places to conduct tours or field trips, or sponsors for cooperative education programs.

4. HEALTHCARE SCIENCE AND TECHNOLOGY

a. New Programs Developed: Dothan City

b. Programs Expanded: Madison County

c. Programs Dropped: None

d. Personnel Development Activities Conducted:

(1) One week institute for new healthcare education instructors to meet requirements for non-professional teacher certification.

(2) Assistance to instructors and administrators for implementing performance-based instruction.

(3) Workshops for performance-based instructors to implement learner-centered, performance-based healthcare program.

(4) Quarterly workshops conducted as on-going staff development for new healthcare instructors.

e. Curriculum Development Activities Conducted:

(1) (a) Comprehensive curriculum guide for Healthcare Science and Technology developed by editing Health Occupations Education Curriculum Guide. The new guide includes additional learning activities for integrating academic and vocational skills and for developing critical thinking skills.

(b) Development of instructional materials to support the curriculum was initiated.

(c) Dissemination of curriculum guide to all Healthcare Education programs.

(2) Curriculum Guide described in section 5 (a) (1) addresses all aspects of the healthcare industry.

f. Programs for which new equipment was provided: Barbour County, Baldwin County, Cleburne County, Jefferson County, Mobile County, Pike County, Madison County, Talladega City, Talladega County, Franklin County, Wilcox County, Auburn High School, Limestone County.

g. Research Projects Conducted/Sponsored: None.

h. Exemplary Programs Developed: None.

5. INDUSTRIAL TECHNOLOGY EDUCATION

a. List the programs developed: Chelsea Middle, Booker T. Washington High, Leeds Jr. High, Chelsea High, Cory Middle, Daphne Middle, Florala Jr. High, Choctaw County High, Central High-West, Opelika High, General Forrest Middle, Dadeville High, Pell City High, Homewood High

b. List the programs expanded: Charles Henderson Middle, Andalusia High, Pitiz Middle, Fairhope Middle, R.L. Stone Middle, Davis Hills Middle, Riverchase Middle, Walker High, Guntersville High, Hillcrest Middle, Holt High, Eastwood Middle, Alexander City Middle, Bradshaw High, Coffee High, Avalon Middle, Floyd Jr. High, McIntyre Jr. High, Goodwin Jr. High, Cotaco Jr. High, Athens High

c. List the programs dropped: No programs dropped for 1993-94 school year

d. Describe the personnel development activities conducted: - Industrial Technology instructors participated in various in-service programs to prepare instructors for the technologies of tomorrow. The following is a listing of in-service topics conducted at Summer Professional Development Workshop:

- Programmable controller
- Animation
- Exploration in Technology workshop
- Aerospace Technology

e. No curriculum development activities were conducted during this year.

f. Programs for which new equipment was provided or updated: New or updated equipment was provided for all of the above programs listed in items a&b.

g. Research projects sponsored or conducted. No research sponsored or conducted for 1993-94 school year.

h. Describe each exemplary program developed. No exemplary programs for 1993-94 school year.

6. MARKETING EDUCATION

a. New Programs Developed: Walker High School, Jasper City; Wetumpka High School, Elmore County; and Marshall Technical School, Marshall County.

b. Programs Expanded: Clay County High School, Clay County; and Chelsea High School, Shelby County

c. Programs Dropped: Wellborn High School, Calhoun County

d. Professional Development Activities Conducted: Workshops on Tech Prep, Developing Quality Training Stations, Child Labor Laws, and Teaching Tricks were conducted for more than 100 Marketing Education teachers. Local in-service activities included: Writing Across the Curriculum, Learning Styles, Articulation, and Teaching Employment Skills. Many marketing teachers participated in Job Shadowing with local businesses to keep abreast of changes in marketing. Membership/participation in Tech Prep Consortium.

e. Curriculum Development Activities Conducted: A Marketing Education Tech Prep Model was developed and distributed to all marketing teachers. New Curriculum Guides were developed and provided to all 126 Marketing Education teachers. The guide includes lesson plans which meet all PBAS guidelines and show the integration of academics in the lessons.

f. Programs for which New Equipment was Provided: Huffman High School, Wenonah High School, Woodlawn High School, Hewitt-Trussville High School, Gardendale High School, Hueytown High School, Erwin High School, Pinson Valley High School, Minor High School, Shades Valley High School, and McAdory High School. The Jefferson County marketing teachers received $10,000.00 worth of new equipment. Also, all schools listed in a&b received new equipment.

g. Research: Research was conducted on end-of-program testing.

7. TRADE & INDUSTRIAL EDUCATION

a. List of new programs developed: Total Quality Management Program for Student Organization, Teacher Mentor Program for New T&I Instructors.

b. List of programs expanded: New programs were expanded in the following areas: Electronics (3), Engineering Technology, Drafting, Building Construction (2), Graphic Arts, Industrial Technology, and Cooperative Education -- total of 10.

c. List Programs Dropped: Programs were dropped in the following areas: Auto Technology (4), Auto Body Repair (2), Machine Technology, Masonry, Carpentry (2), and Drafting - total of 11.

d. Describe the Personnel Development Activities Conducted: New teachers institute, technical update workshops for the following program areas: automotive body repair; diesel technology; automotive technology; carpentry; cabinetmaking; building construction; ICT coordinators; cosmetology/barbering;

electronics; graphic arts; heating, air conditioning, and refrigeration; masonry; precision machining; principles of technology; small engine repair; technical drafting; welding.

e. Describe Curriculum Development Activities Conducted

(1) Integration of Vocational And Academic Methodologies

Curriculum development in math and science concepts taught in vocational classes. The following have been identified and are currently being refined in the following areas: Automotive Body Repair; Automotive Service Technology; Building Construction; Cabinetmaking; Carpentry; Commercial Art; Computer Electronics; Cosmetology/Barbering; Diesel Technology; Electricity; Electronics; Graphic Arts; Heating, Air Conditioning, and Refrigeration; Major Appliance Repair; Maintenance Technology; Masonry; Plumbing; Precision Machining; Sheet Metal; Small Engine Repair; Technical Drafting; Upholstery; Welding.

f. Programs for which new equipment was provided: New equipment was provided for all of the above programs in one or more of the school systems.

g. Research: Research was conducted on end-of-course testing, skill standard for incoming teachers, and national skill standards for program.

B. POSTSECONDARY

There were no federal funds allocated directly to postsecondary education for leadership and professional development. There is a great need for postsecondary education professional teacher upgrading with current market skills, tech-prep concepts, and school-to-work transition. Professional development opportunities need to be provided through workshop, seminars, and conferences. These should be conducted and/or facilitated by Department staff and may be in cooperation with such entities as the State Council on Vocational and Technical Education and business and industry. Professional development priorities as identified by state assessment are as follows:

a. Application of applied academics for academic and vocational instructors.

b. Providing services to special populations.

c. Special emphasis placed on the professional development of administrators, instructors, and counselors who work with special populations.

The prevailing professional development needs of administrators, instructors, and counselors derived from the needs assessment are listed below.

Professional Development Needs

Administrators:

- Awareness of national trends and federal, state, and local requirements
- Exposure to various methods of encouraging industry support
- Techniques to motivate faculty to see direct relationship between technical and academic skills for success of graduates in the community
- Curriculum integration/redesign
- Understanding the Tech-Prep program
- Articulation

Instructors:

- Knowledge of current business/industry practices that require academic skills
- Successful methods of academic/vocational integration
- Teaching strategies that integrate academic skills with occupational programs
- Use of a pre- and post-test assessment instrument for technical program
- Understanding of Tech Prep program
- Articulation
- Applied academics and contextual learning techniques
- Curriculum integration/redesign
- Student retention
- Career awareness opportunities

Counselors:

- Successful recruiting methods for special populations in programs
- Statewide workshops to share methods of counseling poor and low-achieving students
- How to identify highly skilled demands being placed on occupational/technical students
- Developing and implementing a viable job placement service

Numerous professional development activities did occur with the participation of administrators, instructors, and counselors.

a. During November 1993, the Department of Postsecondary Education served as a joint sponsor for the American Technical Education Association (AETA) Regional Conference at Gulf Shores, Alabama. Over one hundred occupational/technical administrators and instructors received professional development on the latest curriculum, equipment, and instructional materials.

b. The Department was also a joint sponsor of the special professional development days for vocational/occupational faculty at the Bevill Center for Manufacturing Technology during November 1993 where attendance exceeded 200 occupational/technical faculty members.

c. The attendance at the 1993-94 two-day Alabama College Association's Conference at the Birmingham-Jefferson County Civic Center during November 1993 exceeded 3,000.

d. The two-day Tech-Prep Conference during March 1994 had over 150 participants who were selected to represent their Tech-Prep Consortium at Montgomery, Alabama. This conference worked on current issues and mapped out future Tech-Prep strategy.

e. The Department was also a joint sponsor of the special professional development days for vocational/occupational faculty at Bessemer State Technical College, Bessemer, Alabama during June 1994. Over several weeks and multiple scheduled classes, occupational/technical faculty members received the latest information on automotive service technology.

Colleges reported the following actions instructors have taken during the program year to train with business and industry to ensure that vocational curriculum, equipment, and instructional materials meet the demands of the workforce.

Action Taken

Off-campus assignments and professional development leave with business/industry
Active Advisory Council and Program Craft Committee
Instructors are active in training on-site at business/industry
Visits to industry, area businesses, and work sites and other colleges
Informal in-service training with business/industry to identify needs
Workshops, seminars, and continuing education classes by professionals
Used experts (workers and professionals) from each program area
Purchase of state-of-the-art and high technology equipment
Makes available facilities and other resources to business/industry
Developing internships for faculty
Participation in state and national conferences
Adjunct occupational/technical faculty members employed in their fields
Faculty members learned Basic and Advanced Auto CAD concepts from industry
Some Limestone Correctional Faculty trained with correctional staff
Some faculty members attended Northwest Airlines Training

VIII. COMMUNITY-BASED ORGANIZATIONS

A. Number of students served - 1728

B. Name and addresses of CBO's participating with eligible recipients.

- Alabama Southern Community College and Monroe County Adult Literacy Council
  Monroeville, AL 36460

- Bevill State Community College - Sumiton Campus
  Walker County Community Action Agency, Inc.
  Sumiton, AL 35148

- Jefferson Davis Community College
  Brewton Area Adult Council
  Brewton, AL 36426

- MacArthur State Technical College
  Refrigeration Services Engineers Society, Inc.
  Opp, AL 36467

- Northwest State Community College
  Marion-Winston Counties Community Action Committee
  Phil Campbell, AL 35581

- Patterson State Technical College
  State Department of Education
  Division of Rehabilitation Services
  Montgomery District Office
  Montgomery, AL 36226-2699

- Shelton State Community College
  Fredd Campus and Shelton Campus
  Community Services Program of West Alabama, Inc.
  Tuscaloosa, AL 35404

C. Types of Services provided by CBO's:

- Vocational and academic assessment and guidelines for participants

- Developing a comprehensive learning center for pre-GED - GED preparation and pre-vocational training

- Outreach activities for the at-risk youth utilizing Center for Rehabilitation Resources, Department of Rehabilitation Services and School Systems referrals

- Developed support teams to assist the special population students

- Transitional services for prevocational, career development, and employment placement

- Developed linkages with the Department of Human Resources, local area businesses, school counselors, JTPA Assessment centers, and volunteer groups

- Provided transportation for the target group

- Increased reading and math skills

- Assisted by a standardized testing and interview technique for each participant

- Provided supportive services to improve motivation, self confidence, and job-seeking skills

- Provided occupational training for participants

- Provided work-based experiences for pay for participants

- Provided services for networking by participants

- Established an Alternative Education Program which was short and quick paced learning

- Provided cooperative education employment while training

- Assurances that businesses were involved

- Served the severely economically and educationally disadvantaged population 16-21 years of age

- Provided annual performance reports

D. Exemplary programs developed.

See Appendix M for exemplary program.

IX. CONSUMER AND HOMEMAKING

A. Introduction

During the 1993-94 academic year, consumer and homemaking programs in Alabama continued to respond to the perceived needs of students as they prepared to meet the challenges of living and working in a diverse, global society. Many programs were targeted or continued to be targeted by local education agencies as programs to meet the needs of special populations. Teachers made the necessary modifications in their programs to address the special learning needs of these students. Due to the celebration of the International Year of the Family, there was a program emphasis on strengthening family life in Alabama. Teachers selected course content and learning experiences that had an impact on improving family life in their communities. The number of parenting with laboratory experiences courses increased which allowed more students to have practical learning experiences with children. Several teachers taught the new suggested elective courses Food Science and Nutrition and Managing Life Skills and Technology. Test-item banks for consumer and homemaking course offerings were developed by teachers to assess student gains. Student outcomes as identified in the course of study were used in developing test items. Field testing was conducted prior to the end of the academic year. Again this year, programs were involved in Vocational Program Reviews and Performance-Based Accreditation Reviews.

B. State Staff Composition

The home economics state staff began the year with three district specialists and a state specialist. In December, one district specialist retired and was not replaced. An additional secretary for home economics education was employed in November.

C. NUMBER OF STUDENTS SERVED

The 1993-94 enrollment included 26,027 males (36.6%) and 45,025 females (63.4%) for a total enrollment of 71,052 consumer and homemaking students.

D. ACHIEVEMENTS IN PROGRAMS AND SUPPORT SERVICES IN DEPRESSED AREAS

Most local education agencies in the state met the description for providing education in economically depressed areas. Funds have been used to improve, expand and update these programs. During the year, Consumer and Homemaking programs in Alabama strived to improve the home environment and quality of life for all students enrolled, especially economically disadvantaged

and academically disadvantaged students. These programs emphasized the concepts of developing a positive self-concept, communicating effectively, identifying skills that strengthen the family and nurture individuals, identifying factors that promote the development of socially responsible and self-directed persons, understanding the economics of the family household, allocating and using current consumer information and trends in making decisions, developing an awareness of the effects of the home environment on self and family development, developing parenting knowledge and skills, explaining the importance of prenatal care for a mother and baby, planning, buying, and preparing food using dietary and consumer skills, using consumer skills to obtain goods and services that are keeping with needs and available resources, developing the ability to make consumer decisions, demonstrating ways to conserve energy, acquiring, maintaining and protecting home furnishings, appliances and living space, and developing leadership skills.

E. ACHIEVEMENTS IN PROGRAMS AND SUPPORT SERVICES IN NON-DEPRESSED AREAS

Consumer and Homemaking programs provided knowledge and skills necessary for all students to meet the challenges of living and working in a diverse, global world. In programs in non-depressed areas, the concepts addressed in depressed areas were included but instruction was expanded to emphasize to a greater extent the concepts such as understanding the significance of clothing and self-expression, modifying diets for special nutritional needs, assessing current trends in housing and home furnishings, discriminating between ecologically sound practices in caring for the environment, recognizing the consequences of eating disorders, planning, preparing, and serving meals in various styles for individuals and families in different stages of the life cycle and with different health conditions, analyzing living space requirements for meeting unique needs of individuals and groups, analyzing housing alternatives available to individuals and families, comparing home furniture for price, material, workmanship, construction details, and style, recognizing the benefits of effective parenting, examining the rewards and responsibilities of parenting, understanding the complexity of child development and diversity of parenting practices, demonstrating practical skills in providing care for infants and children, understanding the interaction of work and family life and using critical thinking processes in identifying, allocating and using resources.

F. ACHIEVEMENTS IN STATE LEADERSHIP AND STATE ADMINISTRATION, INCLUDING COORDINATION WITH SEX EQUITY COORDINATOR

The following is a listing of state leadership activities completed during the year:

- Assisted teachers with the development of daily schedules following the guidelines for implementing the course of study.
- Reviewed daily schedules to determine if programs where in compliance with state and federal standards.
- Reviewed literature on assessment to assist in the development of end-of-program assessments for course offerings.
- Conducted ten work sessions with teachers in developing test-item banks for consumer and homemaking program assessment.
- Researched state-of-the-art and high-tech equipment needed in home economics departments to provide quality instruction to meet student outcomes.
- Revised state equipment lists.
- Developed the Consumer and Homemaking report for the Three-Year State Plan.
- Prepared and distributed to vocational directors home economics information packets.
- Conducted 104 Vocational Program Reviews.
- Participated in Performance-Based Accreditation Reviews conducted in three local school systems.
- Conducted a Home Economics Advisory Committee Meeting.
- Visited new teachers.
- Assisted administrators and teachers in planning new departments and renovating existing departments.
- Provided technical assistance for teachers when requested by local education agencies.
- Worked with administrators and teacher educators in replacing retired teachers and hiring teachers for new positions.
- Assisted new Sex Equity Coordinator in understanding the Consumer and Homemaking program in Alabama.

- Encouraged teachers to eliminate sex stereo-typing in home economics programs.

- Encouraged teachers to nominate male students for FHA State Officer. Two male students were elected to the 1994-95 State FHA Executive Council.

- Encouraged teachers to apply for Sex Equity Grants.

- Reviewed applications for Sex Equity Grants.

- Developed a brochure "Home Economics in Alabama" to be used in promoting programs throughout the state.

- Distributed Special Populations Service Providers Handbook to all teachers attending summer conference.

- Conducted inservice programs for home economics as requested by local education agencies on the following topics:

    - Integrating Academic Skills
    - Middle School Programs
    - Course of Study
    - Technology
    - Preparing for Vocational Program Reviews/PBAS
    - Instructional Techniques and Resources
    - Special Populations
    - Balancing Work and Family
    - Tech Prep

- Planned and conducted the Summer Professional Development Workshop for over 600 consumer and homemaking teachers. The following sessions were presented during the meeting:

    - Balancing Work and Family
    - Parenting Skills for a Lifetime
    - Teaching Home Economics in Alabama
    - New Teacher Workshop
    - Professional Skills for a Lifetime
    - Managing Stress
    - Educational Reform
    - Preparing for Program Reviews
    - Over 65 teachers shared teaching techniques and ideas on the following topics:

        - Byte By Byte
        - Ready, Set, Go!
        - Nothing Like the Real Thing
        - But I Don't Have a Pencil
        - Developing Today's and Tomorrow's Leaders
        - The Money Tree
        - Food, Fitness and Fun Time Teaching
        - Middle School Magic

- Tech Prep and Home Economics
- SOS! SOS! Showing Off Our Skills While Serving Our Schools
- Academic Skills in the Home Economics Classroom

. The state specialist served as FHA State Adviser and district specialists served as FHA District Specialists. Alabama was second in the nation in membership with a total 17,227 members in 509 affiliated chapters. The following activities were conducted:

- Encouraged local advisers and members to attended FHA Cluster Meetings in Arkansas and Orlando. Two hundred and nine members and advisers participated.

- Encouraged teachers and members to attend the 1994 FHA State Meeting in Montgomery. Over 2000 members and advisers attended the meeting. An Awards Ceremony was conducted on Friday night to recognize outstanding chapters, members, advisers, Competency Event winners and Honorary Members. Keynote addresses were presented by Tom Tufts, "Be a Hero" and "You Can Make It Happen" by Miss Alabama.

- Encouraged advisers and members to attend National FHA Leadership Meeting in California. Seventy-one advisers and members attended the meeting. Members participated in 26 STAR Events. Alabama received 24 Gold Stars and 2 Silver Stars in national Star Events competition.

- Conducted four 1993-94 FHA Executive Council Meetings to develop State FHA Program of Work, State Officer's Program of Work and to conduct the business of the association.

- Developed new state project "Celebrating Alabama Families" and presented 1994 Celebrating Alabama Families Outstanding Project Award.

- Developed and disseminated FHA Calendar of Events.

- Updated Competency Events Manual.

- Collected recipes from teachers and students for the 50th Anniversary FHA Cookbook.

- Conducted sessions at VSO Leadership Workshop.

G. **BENEFITS DERIVED UNDER PROGRAM DEVELOPMENT, PROGRAM IMPROVEMENT, CURRICULUM AND OTHER ANCILLARY SERVICES**

The state staff was involved in program development, program improvement, curriculum and other ancillary services by:

- Expanding home economics course content in the areas of Parenting, Strengthening Family Life, Health and Wellness, Academic Skills, and Food Science and Technology.
- Encouraging more vocational administrators to offer parenting programs with laboratory experiences.
- Developing modular instruction lesson plan forms to be used in middle school programs.
- Developing 1993-94 CIP Codes and course descriptions for home economics course offerings.
- Revising the outline and developing lesson plans for the new Food Science and Nutrition course.
- Developing a Deadline Date Calendar for reports and forms.
- Distributing Annual Performance Reporting Forms to teachers for describing first semester and second semester program happenings.
- Developing and distributing to teachers a needs assessment instrument to determine instructional needs for inservice planning.
- Appointing and working with teachers to develop test-item banks for consumer and homemaking programs to assess student gains.
- Appointing and working with teachers to develop a curriculum guide and assessment instrument for the Food Science and Nutrition course.

H. **APPEND EXEMPLARY PROGRAM TO THIS REPORT, WITH CRITERIA THE STATE USED IN SELECTION**

North Sand Mountain High School was selected as the 1994 Outstanding Home Economics Program. The school is located in a low income rural area with the school being the center of community activities. Both the home economics program and the FHA Chapter are called upon to take the lead in various community service projects. The program was selected because of its outstanding community outreach program and the creativity of the teacher in providing learning experiences that are beneficial to both students and the community. An important goal of the program was to prepare students with an opportunity to not only obtain consumer and homemaking and

leadership skills but also to help them develop a sense of community by personal involvement as well as to give them a chance to learn the value of a family. Students, parents, and grandparents were involved in classroom activities and community projects. The teacher stressed to her students that they are important members of their family and community. If they make plans and work together, they can make a difference. Some of the community activities conducted included: buying shoes for needy children, making blankets for patients at the nursing home, adopting a family at Christmas, buying Christmas gifts for needy children, preparing Christmas gifts for the elderly in the community, landscaping the school, working with State Troopers in providing bears for children, making doll clothes for the Rural Health Clinic, and serving lunch and distributing food packages at a local church to the elderly.

The parenting program is also an important part of the school program. For the past fifteen years, the program has been involved in developing better parenting skills. The program began by inviting preschoolaged children to the classroom once a month to work at learning centers set up by students. Now, the program has changed where parents leave their children at the school for two hours a day for painting, storytelling, playing games, conducting science and math experiments, and reading of books. Students also adopt little brothers and sisters from Headstart and kindergarten classes. Through these activities, they learn as much as they teach.

I. CRITERIA FOR SELECTION OF EXEMPLARY PROGRAM

The district specialists nominate an outstanding program from their districts. The nominee submits a written description of the year's program happenings. The state staff evaluates the narratives submitted by using the following criteria:

I.	Program Description	35 points
II.	Most Outstanding Aspect of the Program	25 points
III.	FHA/HERO As An Integral Part of the Program	25 points
IV.	Community Outreach	15 points
		100 points

X. TECH PREP

A. The number of secondary students served by Tech Prep in the various program areas is derived from the data provided by Fall 1993 Mathematical Policy Research Survey of Local Tech Prep Consortia. Of the 26 reporting sites only ten were able to identify student enrollment by clusters at that point in time. The career cluster areas identified in the survey were Agriculture (2,611), Business/Office/Marketing (3,156), Engineering/Technology (1,953), Health/Human Services (2,994), Mechanical/Industrial Trade (883), and Other (1,213). The total number of secondary students identified by program areas was 12,810.

The more recent 1994 Survey asked for a count of Tech Prep students by grade level. With 23 of 26 surveys returned, 17 consortia were able to identify the following grade level enrollments.

12th grade	2,420
11th grade	3,610
10th grade	3,285
9th grade	4,519
Total	13,834

The difference in number of students reported by cluster and by grade level may be due to consortia identifying Tech Prep students who have not yet chosen a cluster area.

B. The State Board of Education distributed Title III, Part E, Tech Prep funds on a formula basis which included a base award per consortia and a pro rata share based on 11-12 grade enrollment in the consortium. Each consortium included at least one higher education institution offering two-year occupational programs and at least one local education agency within the service area. The majority of the consortia include both urban and rural areas of the state. Demonstration components were funded within two consortia to provide technical assistance to emerging tech prep programs and to provide leadership in curriculum and staff development.

During the 1993-94 funding year consortia were consolidated so that each LEA and each 2-year college was required to participate in only one consortium. This reduced the total number of funded projects from 31 to 26, while expanding to two areas of the state not previously served. Thirty-two postsecondary schools and 118 local school districts are members of a consortium. (See Appendix L for list of consortia and the schools and colleges involved in each.)

The total number of school districts, local high schools, colleges and Business/Industry representatives who indicated active involvement in Tech Prep implementation is shown as follows:

Implementing Tech Prep

Local School District	112
Secondary Schools	259
2-year Colleges	26
4-year Colleges	4
Business/Industry	283

As indicated by this data not all local systems consider themselves to be at the implementation stage, some still consider themselves involved in planning. Also, according to the Fall 1994 MPR survey 27 local schools have been able to identify Tech Prep graduates. The total number of identified graduates for 1993-94 is 1,156. (Preliminary data from MPR survey Fall 1994.)

C. Tech Prep Articulation Agreements have been developed by each of the Tech Prep consortia designed to meet the needs of their specific service areas. Agreements have been signed in the following occupational instructional areas:

Agriculture
Horticulture, Turf Management

Business/Office/Marketing
Data Processing, Office Automation, Business, Marketing, Business Computer Apple

Engineering Technology
Electronics, Drafting, Machine Tool Technology, Electronics/Electricity, Science/Engineering

Health/Human Services
Health Occupations, Cosmetology, Allied Health, Child Care

Mechanical/Industrial
Automotive Technology, Welding, Auto Body Repair, Masonry

In addition colleges are providing occupational training for high school students in areas where secondary programs are not available. Montgomery County students are dual enrolled at Trenholm State in Allied Health, Selma City students attend Wallace Community College, Selma for training in Machine Tool and students in the Birmingham area can go to Bessemer State Technical College for Health Occupations courses.

The demonstration site at Alabama Aviation and Technical College has developed and expanded articulation agreements in Electronics/Avionics with 22 systems in Alabama. Of the first three graduates from AATC Avionics Tech Program, one was offered an avionics job with Mobile Aerospace Engineering but is planning to attend Auburn University, a second will attend Troy State University, and a third plans to go into medical electronics.

D. The application for Tech Prep funds requires that each consortia ensure equal access to programs and provide services to meet the needs of special populations. Some examples of how this is being done include: Drop out prevention programs; providing services to both males and females in non-traditional programs and students with disabilities; giving all students including students with special needs an opportunity to fully participate consistent with their IEP; providing specific testing and evaluation procedures to provide individual guidance for special needs students in selecting career goals relevant to Tech Prep; and providing academic skills and support activities for those students identified as at risk. One consortia has appointed an equal access committee to review all articulation agreements, curriculum and plans developed by the consortia to assure equal access to special populations. Another college has developed a resource bank of materials on disabilities and one is providing accommodations to meet the needs of disabled students.

According to data from the 1994 Mathematical Policy Research Survey the average Tech Prep enrollment in the following categories is:

Female	43%
Limited English	0%
Disabilities	6%
Economically/Educationally Disadvantaged	43%

E. Professional development activities have been provided at both the state and local consortia level. In March 1993, a statewide conference was co-sponsored by the Department of Education, the Department of Postsecondary Education, the State Council on Vocational Technical Education, and the Governor's Office. Tech prep educators attended the Southern Regional Education Board's Professional Development Conference. The National Tech Prep Network Conference and the National Institute for Technology Training (NITT) Conference. More than 300 secondary teachers participated in a summer training session on implementing the Applied Academic curriculums. Local workshops and conferences were held in the following areas: cooperative learning; interdisciplinary teaching; classroom management; Applied Communications; Applied Math; Workplace Readiness; Biology/Chemistry; Principles of Technology; curriculum writing; site visits to observe existing programs; joint vocational academic seminars; contextual learning and workshops for counselors.

F. Preparatory services provided by local consortia include guidance services, the development of program of study guides, program brochures, remedial and tutorial programs and career guidance resource centers. Local systems administer the Differential Aptitude Test (DAT) to eighth grade students and use the results to assist students in developing a 4-year plan; Tech prep consortia have expanded this plan to include the 2-years of post-secondary education following high school.

XI. Integrating Applied Academics Into Vocational-Technical Education Programs

A. Secondary

1. All vocational technical programs are required to integrate academic concepts into vocational instruction. In addition local school systems are implementing applied academic courses. Reports indicated that 95 school districts (231 high schools) were offering one or more of the Applied Academic courses in 1993-94. The number of secondary students reported enrolled in Applied Academic courses in 1993-94 were:

Technical Mathematics (Applied Math I)	8,708
Technical Algebra (Applied Math II)	2,110
Technical Communications (Applied Communications)	1,137
Technical Physical Science I (Principles of Tech I)	2,531
Technical Physical Science II (Principles of Tech II)	256
Technical Biology/Chemistry (Applied Biology/Chemistry)	1,293

Since some of the courses are taught at the 9th and 10th grade, not all students will be concurrently enrolled in vocational technical programs. However their enrollment in Applied Academic courses generally assumes an intent to pursue a Tech Prep program of studies.

2. Overall vocational-technical programs. During 1993-94 Alabama continued participation in the Southern Regional Education Board's Vocational Education Project, High Schools That Work. Alabama sites include: Anniston High School; Auburn High School; Robertsdale High School, Baldwin County; Jess Lanier High School, Bessemer; Eufaula High School; Gadsden High School; Butler High School, Huntsville; Oxford High School; Robert C. Hatch High School and Francis Marion High School, Perry County; Sheffield High School; and Central High School West and Central High School East, Tuscaloosa.

The major accomplishments for 1993-94 were:

- Technical assistance visits to the following Alabama sites; Anniston High School, Eufaula High School, Gadsden High School, Oxford High School, and Sheffield High School. Staff members from the other sites served as team members on at least one technical assistance visit. State Department of Education staff from the guidance and counseling section participated in site visits.

- A training session for Reading to Learn Staff Development Facilitators. The following sites participated; Auburn High School, Robertsdale High School (Baldwin County), Eufaula High School, Butler High School (Huntsville), Oxford High School, Perry County High Schools, and Central High School (Phenix City). Each of these sites then participated in the seven week Reading to Learn satellite based training sessions with an average of 20 teachers attending at each site.

- An invitational conference on Tech Prep and the School-to-Work Opportunities Act with participation from most of the High Schools That Work sites.

- Administered the NAEP exam to more than 700 students-April, 1994.

- Phenix City chosen for a Work-based Learning Planning Grant and as a HSTW demonstration site.

- Eufaula High School chosen to participate in the Advanced Integration Model Project.

- Three sites received staff development grants from SREB. (Anniston City, Perry County and Tuscaloosa City)

- Nine out of twelve reporting sites have added or revised their vocational courses to include higher level academic and vocational competencies.

- Eleven out of twelve sites reported making changes in their student advisement/guidance programs.

- Ten out of twelve sites reported providing extra help for students.

- Sites are increasing both the number of applied academic courses offered and the number of students taking these courses.

The Division of Vocational Education Services has promoted the implementation of Applied Academic courses through participation in joint curriculum development efforts with the Center for Occupational Research and Development and the Agency for Instructional Technology. Courses in Applied Mathematics, Applied Communication, Principles of Technology; Applied Biology/Chemistry, and Workplace Readiness have been developed. The division assists local systems in adopting the curriculum by providing video tape duplication services and staff development workshop for teachers. More than 300 teachers were trained during summer workshops supported by the Tech Prep Demonstration Project. These courses form the core academic component for the high school portion of tech-prep programs. Alabama is participating in the development of two new courses Applied Economics and Applied Geometry.

A core group of applied academic teachers met during the summer of 1993 to identify the core content and instructional strategies needed to implement the applied academic courses. Extensive work has been done with 4-year colleges and universities and with the National Collegeiate Athletic Association to insure acceptance of the Applied Academics courses for meeting core requirements. This information has been disseminated to all local superintendents and at staff development workshops for guidance counselors.

3. Professional development was provided for vocational administrators and teachers to assist them in working with special population students.

Specific Program Area Efforts

Suggested Program of Study. To facilitate the implementation of "coherent sequences of courses that integrate the academic and vocational skills", the Division prepared and disseminated the Suggested Program of Study to assist counselors in preparation of student education plans. Provisions were made for academic, general and vocational diplomas. Appendix C is an excerpt from that document.

Embedded Credit. The Alabama Education Improvement Act of 1991 authorized the awarding of some academic credit for certain vocational courses. Accordingly, the Division, through a developmental task force, worked out and disseminated a system for determining and awarding credit.

4. Two local school systems, Dothan City and Tuscaloosa City, conducted extensive staff development efforts in preparation for converting to a semesterized 4-period day block schedule. This included training for teachers in applied teaching methods, team and interdisciplinary teaching and integration activities.

Teachers and administrators also reported the impact of the staff development efforts undertaken at the HSTW sites.

Reading to Learn Workshops

"The instructional methods discussed in this program were used by the vocational and regular education teachers. The program provided a forum for our vocational and the Robertsdale High School Teachers to meet and discuss teaching methods." Baldwin County

This gave more tools for our teachers to use in the classroom. Sheffield High School

Excellent evaluations by all teachers participating. Majority of teachers began immediately incorporating learned reading/thinking activities in their course areas. Butler High School

"Individuals attending represented all academic and vocational programs. Thus HSTW goals and activities were better communicated to entire faculty/staff." Oxford High School

Other

Visits to middle school by HSTW coordinator and vocational director. Middle and High School counselors visit applied courses at Anniston High School.

Joint faculty meetings with the South Baldwin Center for Technology and Robertsdale High School. Developed Tech Prep/HSTW Career Centers in all of the system's high schools.

Participated in the NCRVE institute-Establishing Integrated Tech Prep Programs in Urban Schools. Held 5 day staff development workshop for all secondary teachers, counselors, and administrators. Tuscaloosa City

Teacher swaps between Huntsville Center for Technology and Butler High School and guidance staff swaps. Sponsored a career fair for all 10th graders.

Students were scheduled using teams composed of academic and vocational cluster teacher advisors. Eufaula High School eliminated basic and regular level courses and revised the course selection guide.

Bessemer High School has requested technical assistance from the Division of Vocational Education Services to conduct a needs assessment to determine vocational course revisions.

Phenix City developed a School-to-Work Opportunities plan in conjunction with the HSTW goals.

Ford Academy of Manufacturing Science workshop attended by staff from Gadsden High School.

Auburn High School utilized an advisor program this year. Each student and their parents met with their advisor to register for next year. They have also done away with all general courses, they no longer offer a general track diploma. They now offer an Academic/Professional and an Academic/Technical diploma.

No exemplary programs were identified.

B. POSTSECONDARY

1. GENERAL

All members of special populations are recruited, assessed, counseled, and placed into occupational training programs of study. When student enroll in the degree programs (AAS or AAT) they are taking 25 percent of their coursework with (academic) general core courses. If a student is enrolled in a diploma or certificate program, they are taking one math and the option for one communication course.

2. GOALS

a. During November, 1993, The Department of Postsecondary Education served as a joint sponsor for the American Technical Education Association (ATEA) Regional Conference at Gulf Shores, Alabama. Over one hundred occupational/technical administrators and instructors received professional development on the latest curriculum, equipment, and instructional materials.

b. The Department was also a joint sponsor of the special professional development days for vocational/occupational faculty at the Bevill Center for Manufacturing Technology, Gadsden, Alabama, during November, 1993 where attendance exceeded 200 occupational/technical faculty members.

c. The attendance at the 1993-94 two-day Alabama College Association's Conference at the Birmingham-Jefferson County Civic Center during November, 1993 exceeded 3,000.

d. The two-day Tech-Prep Conference during March, 1994 had over 150 participants who were selected to represent their Tech-Prep Consortium at Montgomery, Alabama. This conference worked on current issues and mapped out future Tech-Prep strategy.

e. The Department was also a joint sponsor of the special professional development days for vocational/occupational faculty at Bessemer State Technical College, Bessemer, Alabama during June, 1994. Over several weeks and multiple scheduled classes, occupational/technical faculty members received the latest information on automotive service technology.

f. Secondary and postsecondary instructors have conducted professional development days at local consortia to plan ways to integrate academic and vocational concepts.

g. Twenty-eight thousand students pretested this last year before placement into academic course of mathematics and languages. The components of testing were reading, writing, and numerical. Two-thousand students post-tested

in the components of language and numerical. This was assessing the academic skill increases with reading, writing, and numerical skills.

h. Eight colleges implemented "Workplace Readiness Skills" into existing programs. The skills were in modules for Problem Solving, Teamwork, and Self-Management.

i. Thirty-four programs had local business or industrial representatives review their course outlines, course numbers, and course descriptions.

j. Academic and occupational deans have come together in a professional organization which is now called the Instructional Officers Association. Retention has been a major concern for this group of instructional personnel. Academic advising for occupational students is now a major component in the Student Success Model - Retention for Occupational Students.

3. DESCRIBE THE INVOLVEMENT OF COUNSELORS MANDATED BY THE PERKINS ACT.

a. Postsecondary counselors are aware of prerequisites in "sequential courses of study". Counselors are assisting students for scheduling courses in certificates, and/or diplomas. DACUM workshops were conducted for numerous programs during the program year. Consistently, the number of fully integrated occupational/technical programs with contextual/applied skills integrated into the program was less than the total number of programs at each college. Competency profiles were not required for programs and this often resulted in a low number of programs with competency profiles. Some programs did not have current equipment lists (within 2 years) that would reflect the needs of employers in their community. Ultimately, the percentage of second-year completers who received a certificate, diploma, or degree from occupational/technical programs was low.

b. The number of colleges that indicated the following in-service needs for raising the quality of programs and increased work skills attainment are shown below.

In-Service Needs

Integration strategies for vocational education and academic instructors
Vocational and academic instructors meeting together to discuss concepts for learning
High School to college bridge program
Definition of Tech Prep for Alabama
Applied math contextual learning curricula
Counselors support of Tech-Prep
Applied communication contextual learning
Applied Principles of Technology with UTC Physics

c. The colleges took a number of actions to revise all curriculum--instruction and experience--in all aspects of the industry which the students are preparing to enter.

Actions Taken

Industry input through advisory councils, ad hoc groups, and industry representatives
Visits to business/industry by occupational/technical instructors
Surveyed service area to determine specific instructional needs
Contacts and surveys of graduates and employers of graduates
More and broader clinical experience for Health Programs
Revised curriculum for academics--management, computer, fine art, and mathematics
Revised curriculum for community needs and national and state requirements
Revised goals and objectives to reflect better instruction and preparation for work
Revised curriculum to reflect industry needs
Reviewed one third of all occupational/technical programs annually for viability
Revised syllabi for credit on internships
Purchased instructional equipment--computers, closed caption, telephone (deaf), etc.
Continuous instructor review and revision
Utilized the DACUM (Developing a Curriculum) process
Implemented the Department Institution Effectiveness Plan
SACS self-study stimulated revision
Sequential courses of study, early academic courses, prerequisites identified/published
Participated in professional development--workshops, seminars, and conferences
Establishment of a Technology Excellence Team
Participated in Federally Funded Professional Endorsement System for Educational Interpreters
Compliance with the Federal Aviation Administration (FAA) directed curricula
Internal evaluation involving analysis of learner performance in courses
External evaluation of graduates performance on the job by employers
Served on committee to develop core curriculum for each occupational program
Research

4. DESCRIBE ANY SPECIAL EFFORT TO RECRUIT SPECIAL POPULATION STUDENTS INTO VOCATIONAL PROGRAMS.

a. Some special needs counselors and coordinators have been employed to assist students who are incarcerated, nontraditional, single parents, displaced homemakers, disadvantaged (academically and economically) and people with disabilities.

b. Special recruitment strategies have been developed at each campus for recruiting special populations referred to as re-entry students.

c. Regular counselors are assisting with recruitment of high school students, re-entry adults, and special students. They are administering placement ACT-ASSET, TABE, and SEPAC Tests before placing students into occupational and academic programs. They are assisting with post-testing after the student completes the second quarter of the second year of study.

d. The Student Support Services Program was designed to foster an institutional climate supportive of the success of low-income, first-generation and/or disabled students to increase their retention and graduation rates and to facilitate their transfer to other institutions. The components of the program included personal and academic counseling, enrichment seminars, mentoring, career awareness, study skills, transfer advisement, and tutorial services. Other activities and services of this program include the following:

(1) Enlarging notes, textbooks, and other reading materials for students who are sight impaired; providing readers and textbooks on tape for blind students.
(2) Providing free seminars to help students with not taking, reading, test taking, time management, transfer skills, resume writing, computer literacy, and interview skills.

(3) Offering free to non-traditional students a class entitled "Becoming a Master Student" during the summer quarter, 1993.

e. The prevailing activities undertaken by colleges to enhance their ability to meet the needs of special populations in occupational/technical education are listed below:

Action Taken

Provided more services--courses, resume/interviewing, tracking
Provided more counseling: academic, personal, and financial
Provided more tutors, tutorial programs, remediation, and mentoring
Modified buildings to improve accessibility; purchased specialized furniture
Employed special populations director/coordinator/advisor
Professional development of faculty/staff
Conducted cultural and academic seminars, workshops, and conferences
Increased adult ed services/classes and campus/Ability to Benefit Program
Provided computer-assisted instruction and computerized systems

Implemented a Success Center, Orientation Center, Office of Special Populations, etc.
Provided developmental studies in math and communication classes
Emphasized Student Support Service work with special populations
Actively sought out members of special populations
Used an American Disabilities Act Committee and Coordinator of Special Needs Students
Maintained close relationship with local Rehabilitation Center
Invested resources in high-risk programs
Established a lending library/book loan service

f. Additional assistance, supporting services and activities that were accomplished to meet the needs of special populations in vocational education.

Job skills preparation
Skill remediation
Nontraditional enrollment
Vocational rehabilitation services
Special needs coordinator
Specialized or modified equipment
Tutorial assistance
Job placement services
Implemented correctional education speciality area
Counseling program placement/ assessment
Academic remediation
Employment skills
Instructor aids/paraprofessionals
Instructional materials
Facilities modification
Remediation
Special materials
Computer assisted instruction

5. THERE WERE NO EXEMPLARY PROJECTS THIS YEAR.

XII. CAREER GUIDANCE AND COUNSELING

A. SECONDARY

Career Guidance and Counseling programs in Alabama operate under the State's career development program. The career development program is a major developmental strand of The Guidance and Counseling State Plan for Excellence in Alabama's Public Schools (State Guidance Plan). Under this plan the state is involved in the development of the personal and social, educational and academic and career vocational success of students. Guidance programs exist in all 129 local systems and served 197,408 vocational students.

The primary goals of the state's career development program are twofold: for students (1) to acquire self-assessment, career planning and decision making, employability skills; and (2) make the transition from secondary to postsecondary education and training and/or from school to work in order to assume a role as a productive citizen in a democratic society. The State Department of Education (SDE) has developed and implemented the Alabama Career Development Program in grades 7-12 to guide the delivery of career guidance services. (Further described in section 331). The program is consistent with, and in many instances exceeds, the National Career Development Guidelines.

The administration of the state program is led by the Counseling and Career Guidance staff of the SDE in cooperation with other SDE vocational and instructional, SOICC, and postsecondary staff. The state staff provides resources, professional development activities, on-site technical assistance, and systematic monitoring visits to assist local education agencies in the implementing of the State Guidance Plan.

All counselors, those paid with vocational and those paid with regular funds, are required under the minimum standards to ensure that career development activities are provided at all grade levels. The program contains the following three elements and the focus at various grade levels is as follows:

- Career Awareness — Elementary grades
- Career Exploration — Middle grades
- Career Preparation — Secondary grades

The Differential Aptitude Tests with Career Interest Inventory (DAT/CI) are administered to all students in the state at the 8th grade level. This leads to the development of a four-year education/career plan for all secondary students.

The Alabama Career Development Program provides activities to ensure that students in grades 7-12 participate in a sequential program to achieve the following objectives. As part of the program, students develop a four year education/career plan in the eighth grade which is reviewed annually thereafter; take career interest and aptitude tests and explore relevant decision making based upon their interests, aptitudes, and achievements in the eleventh grade; and develop employability skills in the twelfth grade. A certified counselor(s)

implements the program using large group, small group and individual counseling. The State Guidance Plan further requires counselors to provide appraisal, placement, counseling, and consultative services in a balanced program to assist students, parents, and school staff in enhancing the career development of students.

A copy of The Guide to Career Portfolios Student Workbook was provided for every school with an 11th or 12th grade, Area vocational Centers, and Central Offices in the state. This completes the project of providing resource materials to be used following the DAT/CII.

State administration and the Alabama Career Development Program are supported by funds from the vocational federal technical assistance programs, the state basic skills and instructional technical assistance programs, the state testing program, and the state counseling and guidance program.

A copy of The Guide To Careers Student Workbook was provided for every school with an 8th, 9th, or 10th grade, Area Vocational Center, and Central Office in the state. Training was provided in nine different workshops in the DAT and use of the Workbook.

In recent years the Counseling and Career Guidance staff have been instrumental in assisting in the development of school based pre-apprenticeship programs throughout the state. A member of the staff has also cooperated with the Department of labor and state Bureau of Training for Apprenticeships to foster a wide range of apprenticeship linkage programs in Alabama.

No exemplary programs were reported.

B. POSTSECONDARY

1. Number of vocational students served were 80,764.

2. Number of vocational counselors assisted with federal funds were 33

3. Describe the guidance and counseling services provided.

   Program Recruitment, Program Assessment, Career Counseling and Guidance Services, Advising, Financial and Scholarship Assistance, Counseling for Employment Placement, School and Work Planning, Assisting with Student Reporting, and Assisting with Student Tracking and Retention.

4. List the professional activities conducted.

   There were 102 counselors involved in the Alabama College Association Professional Conference during 1992-93.

   A Student Counseling Committee and Student Retention in Vocational Education Committee have been at work throughout 1993-94.

5. Describe the involvement of counselors in the "sequential courses of study" mandated by the Perkins Act.

   Postsecondary counselors are aware of prerequisites in a sequential program. Counselors are assisting students for scheduling courses in degrees and/or certificates/diplomas.

6. Describe any special effort to recruit special population students into vocational programs.

   Some special needs counselors and coordinators have been employed to assist students who are incarcerated, nontraditional, single parents, displaced homemakers, disadvantaged (academically and economically) and people with disabilities.

   Special recruitment strategies have been developed at each campus for recruiting special populations referred to as re-entry students.

   Regular counselors are assisting with recruitment of high school students, re-entry adults, and special students. They are administering placement ACT-ASSET, TABE, and SEPAC Tests before placing students into occupational and academic programs. They are assisting with post-test after the student completes the second quarter of the second year of study.

7. There were no exemplary projects this year.

APPENDIX A

ALABAMA COMMITTEE OF PRACTITIONERS

NAME/TITLE/ADDRESS	BOARD DISTRICT
Dr. Charles Henson Dean of Instruction Bishop State Community College 351 North Broad Street Mobile, Alabama 36690 690-6416 Fax 438-9523	I
Mr. Herman Finklea Vocational Supervisor Mobile County Schools P. O. Box 1317 Mobile, Alabama 36633 690-8388 Fax 690-8015	I
Mr. Douglas Jones Instructor Opelika State Technical College P. O. Box 2268 Opelika, Alabama 36803 745-6437	II
Dr. George Martin Director of Vocational Education and Administrative Services Phenix City Schools P. O. Box 460 Phenix City, Alabama 36867 298-0534 Fax 298-2674	II
Dr. Murry Gregg President Ingram State Technical College P. O. Box 209 Deatsville, Alabama 36022 285-5177 Fax 285-5328	III
Mr. Jesse Cleveland Principal East Highland Middle School Box 450 Hubbard Avenue Sylacauga, Alabama 35150 245-4376	III

NAME/TITLE/ADDRESS	BOARD DISTRICT
Mr. Michael Hobson, Coordinator Automotive Technology Bessemer State Technical College P. O. Box 308 Bessemer, AL 35021 428-6391 Fax 424-8575	IV
Ms. Ella Jones Instructor Trenholm State Technical College P. O. Box 9000 Montgomery, Alabama 36108 832-9000 Fax 832-9777	V
Mrs. Chris Henderson Special Education Supervisor Montgomery County Schools P. O. Box 1991 Montgomery, Alabama 36103 269-3991	V
Mr. Phillip Smith Assistant Dean for Continuing Education Calhoun State Community College P. O. Box 2216 Decatur, Alabama 35602 353-3102 Fax 350-1379	VI
Dr. Thomas A. Hancock Vocational Director Cullman County Schools Route 15, Box 1790 Cullman, Alabama 35055 734-7740 Fax 734-7464	VI
Dr. Larry McCoy President Shoals Community College P. O. Box 2545 Muscle Shoals, Alabama 35662 381-2813 Fax 381-2813, Ext. 237	VII

NAME/TITLE/ADDRESS	BOARD DISTRICT
Dr. Robert Clemmons Superintendent Russellville City Schools P. O. Box 880 Russellville, Alabama 35653 332-8440	VII
Ms. Sylvia Flakes Instructor Drake State Technical College 3421 Meridian Street, North Huntsville, Alabama 35811 539-8161	VIII
Mr. Bob Albright Counselor Huntsville Center for Technology 2800 Drake Avenue, S.W. Huntsville, Alabama 35805 532-3086 Fax 532-4853	VIII

APPENDIX B

APPROVED BY ALABAMA STATE
BOARD OF EDUCATION
SEPTEMBER 10, 1992

ALABAMA STANDARDS AND MEASURES

for

SECONDARY VOCATIONAL PROGRAMS

Developed in compliance with the Carl D. Perkins Vocational
and Applied Technology Act of 1990
and in accordance with
The Alabama State Plan for Vocational Education
for approval by
the
Alabama State Board of Education

Division of Vocational Education Services
State Department of Education

June, 1992

ALABAMA STANDARDS AND MEASURES

for

SECONDARY VOCATIONAL PROGRAMS

This document contains the Alabama secondary standards and measures developed in compliance with the Carl D. Perkins Vocational and Applied Technology Act of 1990, and the Alabama State Plan for Vocational Education. They are:

- High School Retention/Graduation Rate -- Annual improvement in percentages
- Alabama High School Exit Exam -- Annual improvement in percentages passing
- End-of-Program Occupational Competency Test -- Annual improvement in average scores
- Placement -- Annual improvement in placement rates
- Optimum enrollment ranges
- Teacher/Coordinator Work Loads -- Optimum work loads
- Curriculum and Instruction -- Minimum features

The standards and measures were developed by a Division of Vocational Education Services Standards and Measures Committee with coordination and input from the Alabama Committee of Practitioners, The Alabama Council on Vocational Education, State Program Specialists and most Alabama secondary vocational administrators. Upon approval of these Standards and Measures by the State Board of Education, The Division of Vocational Education Services will proceed with activities necessary to assist the local education agencies in implementing the standards and measures. These standards and measures will apply to each vocational program unless exceptions are stated. Local education agencies may modify the standards and measures to suit local economic, geographic, or demographic factors and/or characteristics of the population to be served.

The standards and measures that follow are grouped into <u>educational achievement, occupational achievement and personnel utilization</u>.

EDUCATIONAL ACHIEVEMENT

MEASURE: HIGH SCHOOL RETENTION/GRADUATION RATE

Rationale. In order to function in society and to compete in the job market of today and the future, a student must have at least a quality high school education. Therefore, as a component of the total secondary education system, vocational education should, along with other components, contribute to improved retention in school and high school graduation rates. Such a quality high school education in turn will enhance opportunities for living, further education and job progression.

STANDARD:

With the high school graduation rate of vocational completers (See DEFINITIONS) in school year 91-92 as the first year base, the high school graduation rate of all vocational completers will improve each year until it reaches the graduation rate of all students. After the first year, data from the previous year will be used thereafter as the bases.

Adjustments. Each local education agency may make annual goal adjustments for extenuating factors such as changing social conditions, sudden shifts in student population, economic decline or unusual enrollment due to program changes. In addition, Special Education students who receive certificates of completion may be counted as graduates for the purpose of this standard.

EDUCATIONAL ACHIEVEMENT

MEASURE: PERCENTAGE OF VOCATIONAL STUDENTS PASSING HIGH SCHOOL GRADUATION EXAMINATION

Rationale. The implementation of integrated, embedded and applied academics should lead to improvement in the high school graduation examination passing percentage for vocational students.

STANDARD:

The final passing percentage of vocational students on each part of the high school graduation examination will improve until it reaches or exceeds a passing percentage of 95%.

Adjustments. Local education agencies may make reasonable goal adjustments based on local circumstances and expectations.

OCCUPATIONAL ACHIEVEMENT

MEASURE: END-OF-PROGRAM OCCUPATIONAL COMPETENCY TEST - (INCLUDING RELATED ACADEMICS)

Rationale. The competency-based instructional process and program improvement procedures described in the Alabama State Plan for Vocational Education should result in increased competence in the occupational skills and knowledges and the related academics.

STANDARD: With average scores on available tests for school year 93-94 as the base for the first year, the average end-of-program scores of the occupational preparatory vocational completers will increase each year until an average of 70% mastery on a comprehensive test is reached and maintained for each occupational program conducted. Each test must cover the outcomes in the respective course of study.

Adjustments.

(1) Statewide standard tests will be used for each program when developed. The State Department of Education will provide leadership in the development and/or acquisition of the tests.

(2) Locally developed or acquired tests may be substituted, subject to SDE approval, until standard tests are available.

(3) Special Education students may be exempt from this measure.

MEASURE: PLACEMENT

Rationale. Placement is a basic purpose of vocational education and is therefore a primary outcome measure of program success.

STANDARD:

Using the placement records of occupational preparatory students for school year 1991-92 as the base, the placement percentage of vocational completers will improve each year until it reaches or exceeds 60% computed on the weighted values. Placement will be weighted as follows:

		Examples
In-field employment =	1.00	Construction graduate goes to work in construction
Related employment =	0.75	Construction graduate takes job in building supply store
*Nonrelated employment =	0.50	Construction graduate takes job in fast food
Part time in-field employment =	0.50	
Part time nonrelated employment =	0.25	
Unemployed and not in further education =	0.00	
No information available =	0.00	

* Credit should be given for this because the career development and employability skills in a vocational program are generic.

Further related education, including Tech Prep =	1.00	Construction graduate enrolls in residential electricity

Further nonrelated education	= 0.75	Construction graduate enrolls in nursing program
Military	= 1.00	
Completers with disabilities, in-field or related employment or further related education	= 2.00	Food service graduate with a disability takes food service job
Non-traditional completer In-field employment (See DEFINITIONS)	= 2.00	Female welding graduate takes welding job

The weighted placement rate (for a program or system) will be determined as follows: Each program completer will be counted as one. When placement information is obtained on each completer, the appropriate weight will be assigned. The sum of the weighted values will then be divided by the total completer count for the percentage. Example: A program had 15 completers who were placed as follows:

In-field employment	1 x 1.00 = 1.00
Related employment	2 x .75 = 1.50
Further related education	2 x 1.00 = 2.00
Military	1 x 1.00 = 1.00
Nonrelated employment	2 x .50 = 1.00
Further nonrelated education	2 x .75 = 1.50
Completers with disabilities, in-field or related employment or further related education	2 x 2.00 = 4.00
Part-time, in-field employment	2 x .50 = 1.00

Adjustments

(1) A decrease in placement rate may be justified by such local changes as an increase in unemployment or shifts in job demands.

(2) Students with disabilities who are placed in post-high school transition job preparation services by Vocational Rehabilitation Services may be counted as placement for a weight of 1.00.

PERSONNEL UTILIZATION

MEASURE: OPTIMUM ENROLLMENT

Rationale. When there is underenrollment in a vocational program, funds are wasted. On the other hand, when there is overenrollment, the instruction is diluted, again causing funds to be wasted. Therefore, the following optimum enrollment ranges should apply:

. Agribusiness Education	15 - 20 per period	
. Business Education	15 - 25 per period	
. Consumer Home Economics	15 - 25 per period	
. Occupational Home Economics	15 - 20 per period	
. Health Occupations Education	15 - 20 per period	
. Marketing Education (projects)	15 - 25 per period	
. Trade and Industrial Education	15 - 20 per period	
Non-traditional, infield	1 x 2.00 =	2.00
Totals	15	13.00

13.00 divided by 15 = 87% weighted placement.

. Industrial Arts/Technology Education	15 - 20 per period

STANDARD:

Using program enrollment data for school year 1991-92 as the base, enrollment in underenrolled classes will increase and/or enrollment in overenrolled classes will decrease until all programs are within + or - 20% of the optimum ranges.

Adjustments.

(1) Cooperative education programs should have 30-50 employed students per teacher in training stations. In a combination of preparatory/basic programs with coop, there shall be a minimum of 20 placed and a minimum of 15 for each class period.

(2) Each student with a disability who requires specialized services or materials may be counted as 2 for enrollment purposes if no additional staff is employed for the class.

(3) Each non-traditional student shall be counted as 1.50.

MEASURE: TEACHER/COORDINATOR WORK LOADS

Rationale: Because federal and state funds are ear marked, vocational funds should not be used to supplant nonvocational instructional, nonvocational counseling or nonvocational administrative activities, and each teacher or coordinator should have a full teaching/work load.

STANDARD:

Full-time teachers and coordinators should have workloads as follows:

Teachers:

Six-period day -- 5 periods vocational duties, 1 period or equivalent for planning, preparation, conferences, etc.

Seven-period day -- 6 periods vocational duties, 1 period or equivalent for planning, preparation, conferences, etc.

Cooperative Education coordinators having teaching duties:

Six-period day -- 3 periods per day or equivalent of related vocational instruction

Seven-period day -- 4 periods per day or equivalent of related vocational instruction

Vocational Placement coordinators shall perform in accordance with a state-approved program of work.

Adjustment: Vocational personnel should participate in routine nonteaching duties (i.e., study hall, hall duty, bus duty, etc.) required of all other teachers in the respective school.

MEASURE: CURRICULUM AND INSTRUCTION

Rationale. The Carl D. Perkins Vocational and Applied Technology Act of 1990 mandates that vocational education include competency-based applied learning which contributes to an individuals' academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and occupational-specific skills. In addition to the requirements of the Alabama Performance-Based Accreditation system, each vocational program should include:

- Instruction in applicable occupational, federal, state and local safety precautions and regulations
- Student organization activities which are an integral part of the instruction
- Competency profiles (occupational preparatory)
- Training plans and agreements (cooperative education)
- Integrated academics
- Employability skills

- Problem-solving
- Management
- Work attitudes
- Higher-order reasoning
- Quality control
- End-of-program test (occupational preparatory)
- Industry-accepted standards when applicable

STANDARD:

With a local assessment made during school year 1992-93 as the base, the number of programs having the above features should increase by at least 20% each year until all programs have them.

DEFINITIONS

VOCATIONAL COMPLETER

A completer is a student who, upon graduation, has completed the series of approved courses for an occupational objective in accordance with a personal educational plan and the respective state course of study.

NON-TRADITIONAL STUDENT

A non-traditional program for males is one where female enrollments are 75.1 to 100 percent of all students enrolled. A non-traditional program for females is one where male enrollments are 75.1 to 100 percent of all students enrolled.

APPENDIX C

OUTLINE OF SECONDARY VOCATIONAL PROGRAMS

Conceptual Framework Agribusiness Education
- Agribusiness Education
  - Horticulture
  - Forestry Production and Processing
  - Livestock Production
  - Agricultural Construction and Maintenance
  - Four Year Core Program

Conceptual Framework Business Education
- Business Education
  - Accounting and Computing Occupations
  - Information Processing Occupations
  - Secretarial and Stenographic Occupations

Conceptual Framework for Health Occupations Education
- Health Occupations Education

Conceptual Framework for Home Economics Education
- Home Economics education
  - Child Care and Parenting Services
  - Clothing and Housing Services
  - Family and Community Services
  - Food Production and Services

Conceptual Framework Industrial Technology Education
- Industrial Technology Education
  - Exploring Technology
  - Construction Cluster
  - Communication Cluster
  - Manufacturing Cluster
  - Technical Drawing
  - Engineering Graphics
  - Construction Industry
  - Electronics Technology
  - Graphics Arts
  - Metal Technology
  - Wood Technology
  - Research and Development
  - Telecommunications Technology

Conceptual Framework for Marketing Education
- Marketing Ed I
- Marketing Ed II
- Enterpreneurship
- Principles of Marketing
- Retail Merchandising
- Food Marketing
- Advertising

Conceptual Framework for Trade and Industrial Education
- Trade and Industrial Education
  - Automotive Body Repair
  - Automotive Technology
  - Building Construction
  - Cabinetmaking and Millwork

Carpentry
Commercial Art
Computer Electronics
Cosmetology/Barbering
Diesel Technology
Electricity
Electronics
Graphic Arts
Heating, Air Conditioning and Refrigeration
Maintenance Technology
Major Appliance Repair
Masonry
Plumbing
Precision Machining
Sheet Metal
Small Engine Repair
Technical Drafting
Upholstery
Welding

APPENDIX D

ALABAMA TWO-YEAR COLLEGES

COMMUNITY COLLEGES

1. Alabama Southern Community College
2. Bevill State Community College
3. Bishop State Community College
4. Calhoun State Community College
5. Central Alabama Community College
6. Chattahoochee Valley Community College
7. Faulkner State Community College
8. Gadsden State Community College
9. Ingram State Community College
10. Jefferson Davis Community College
11. Jefferson State Community College
12. Lawson State Community College
13. Northwest-Shoals State Community College
14. Shelton State Community College
15. Snead State Community College
16. Southern Union Community College
17. Wallace State Community College, Dothan
18. Wallace State Community College, Hanceville
19. Wallace State Community College, Selma

JUNIOR COLLEGES

1. Enterprise State Junior College
2. Lurleen B. Wallace State Junior College

TECHNICAL COLLEGES

1. Alabama Aviation and Technical College
2. Ayers State Technical College
3. Bessemer State Technical College
4. Drake State Technical College
5. MacArthur State Technical College
6. Patterson State Technical College
7. Reid State Technical College
8. Sparks State Technical College
9. Trenholm State Technical College

UNIVERSITY

1. Livingston University

UPPER DIVISION COLLEGE

1. Athens State College

APPENDIX E
ALABAMA SECONDARY VOCATIONAL EDUCATION
EXEMPLARY PROGRAM
FOR
SINGLE PREGNANT WOMEN

TITLE: Montgomery County Public Schools
Project FORUMS (Fostering Opportunities to Redirect Unwed Mothers, Who Are Students)

OBJECTIVES:

To provide pertinent information and focus on redirecting single pregnant women through the accomplishment of the following:

To provide initial activities necessary for the successful operation of FORUMS.

To purchase materials and supplies needed for FORUMS.

To provide a system for referring and monitoring girls needing the program.

To maintain supportive services which include parental involvement, counseling strategies, homebound instructional services, and staff evaluation.

To give leadership to networking, the home, school, and community.

To give assistance to teens in developing an individual program plan (IPP) for setting career and life goals.

To provide self-exploration activities, goal clarification strategies, and positive self-concept development activities.

To maintain supportive activities to assist adolescents in their roles as parents, teens, and students.

To remove barriers that frequently prevent parenting teens from returning or remaining in school.

DESCRIPTION: Fostering Opportunities to Redirect Unwed Mothers who are Students (FORUMS 1993-94) provided services for 88 female students enrolled in the Montgomery Public Schools in the ninth grade and under. The services included additional and appropriate counseling strategies, referral courtesies, and instructional services beyond those that are normally furnished to students. The FORUMS participants were actively involved in program strategies that:

1. supplied them with information and experiences that enhances their physical, social and emotional health and does the same for their children

2. discouraged both rapid repeat pregnancies and long-term economic dependencies for the teen mothers by enhancing their aspirations, opportunities, and employability skills.

Participants were accepted into the program through an application process coordinated by home school facilitators. In addition, they agreed to the following requirements: (1) to participate in 12 counseling strategies, (2) to remain in school until time for delivery and/or until the doctor recommends that she not attend, and (3) to return to school when her doctor gives permission to return. Parents approved of and cooperated with the school staff as was required for participation and the full implementation of the program activities.

NUMBER SERVED: The project served 88 female students, 12 counselors, 12 administrators, 40 nurses, and 30 business and industry contacts.

RESULTS: The success of the project was due to effectively:

1. providing a system to refer and monitor the girls needing the program
2. maintaining supportive services which include parental involvement, community assistance, counseling strategies, homebound instructional services, and staff evaluation
3. supplying leadership in networking the home school, and community to provide supportive services needed by this group of students.

APPENDIX F
ALABAMA SECONDARY VOCATIONAL EDUCATION
EXEMPLARY NON-TRADITIONAL PROGRAM

TITLE: A Model for Gender Equity in Phenix City, Alabama

OBJECTIVES:

To provide equity information to a minimum of ten classroom groups of students on the prospects of improving one's economic status via pioneering in a nontraditional type career.

To identify students in nontraditional classes and organize a mentoring program designed to provide support for the students. Teachers will be enlisted to assist in mentoring as appropriate.

To examine existing course applications, course titles, course prerequisites and the Tech Prep Course of Study to identify and remove barriers to nontraditional enrollment in vocational courses.

To develop inservice for Socal Studies and Special Education teachers in grades seven and eight to provide them with 6 hours of information and planning to construct a curriculum to integrate vocational equity concepts into social studies as evidenced by a jointly produced Social Studies/Vocational Equity Curriculum Guide for grades seven and eight.

DESCRIPTION: This project provided a model for increasing a base of understanding for the need of gender equity for students and workers. This base of understanding was addressed to teachers (both vocational and academic), business and industry leaders, and students. The purpose was to increase the number of female and male students in nontraditional training and placement not for the sake of numbers but based upon sound decisions after consideration of students' interests, aspirations, aptitudes, and abilities.

This multifaceted project intensified public relations efforts by helping individuals
understand that gender equity in training and in the workplace is a door of opportunity for their children.

Another concept was the incorporation of gender equity concepts for prevocational students through academic classes. The Junior High Social Studies Department was involved in inservice and curriculum development to integrate vocational gender equity into the social studies curriculum. As a result, the department produced a social studies curriculum guide and a video.

The target populations included students in grades 7-12, parents and the business community.

NUMBER SERVED: The project served 559 males and 607 females, 22 counselors, 45 administrators, 246 teachers and 91 business/industry contacts.

RESULTS: Gender equity hit its zenith this year in Phenix City with the production of a social studies curriculum guide and a video produced totally by students.

APPENDIX G

JOB DESCRIPTIONS FOR VOCATIONAL REMEDIAL TEACHER
AND SPECIAL POPULATIONS COORDINATOR

VOCATIONAL REMEDIAL TEACHER

SUMMARY

This is a teaching position designed to meet the requirements of PL 101-392 in regard to sequential courses of study, integration of academic and vocational skills and remediation in the basic applied skills. It involves analyzing occupations to determine required competencies in math, science and communications, planning and conducting occupational related remedial instruction, coordinating the cooperative efforts of academic and vocational teachers and assessing student achievement in the occupational required skills of math, science, and communications.

QUALIFICATIONS

This position requires a degree and certified vocational teacher with demonstrated competencies in the application of math, science, and language arts to vocational programs.

CONTRACT LENGTH

The person filling this position should be hired for 10 months.

CONTRACT JUSTIFICATION

In order to qualify for this position, a local education agency must have at leave 10 vocational instructional programs.

DUTIES

1. Work with counselors, teachers, students, parents and special education personnel to ensure a sequential course of studies and a four-year educational plan for each student who has selected an occupational objectives.

2. Analyze occupational areas, and identify those competencies in math, science and communication which are required for success in each occupation.

3. Develop/obtain pretests for assessment of proficiency levels in the math, science and communication competencies required in each occupation.

4. Plan a program of remediation for each student demonstrating deficiencies in the occupationally-required academic skills and basic occupational skills of math, science and communication.

5. Develop/obtain post-tests and/or other assessments for summative evaluation of students' progress in occupationally related skills.

6. Coordinate development of a plan involving vocational and academic teachers in mutual reinforcement of identified vocational-academic skills.

7. Develop/obtain instructional materials for remediation in occupationally related academics or basic occupational skills.

8. Conduct remedial classes for identified occupationally related math, science, and communication competencies and basic occupational skills.

9. Coordinate remedial activities with vocational and academic teachers.

10. Modify curriculum and materials to ensure individualized instruction compatible with each students' needs.

SPECIAL POPULATIONS COORDINATOR

SUMMARY

This is an instructor-coordinator position designed to assist a local recipient of funds under PL 101-392 to meet the criteria for the special populations specified in that law. It is NOT an administrative position. Duties include developing and conducting instruction; conducting and coordinating assessment and placement of students; making curriculum and instructional modifications; evaluating services provided to the special populations; developing and conducting inservice and staff development; coordinating activities and services with Special Education, Rehabilitation Services, JTPA, Employment Service and other agencies; and developing and implementing programs and activities (including applied academics related to occupations) to improve and evaluate student achievements in basic vocationally applied academic skills.

QUALIFICATIONS

A Special Populations Coordinator must be a degreed and certified teacher or a counselor qualified by experience and training in providing vocational education services to special population students.

CONTRACT LENGTH

The person in this position may be hired for 10, 11 or 12 months.

CONTRACT JUSTIFICATION

A system requesting this position must have at least 10 vocational occupational instructional programs.

DUTIES

1. Work with counselors, teachers, parents and special education personnel, in placing students into vocational programs compatible with aptitude and interest and where there is the probability of successful completion.

2. Work with students, counselors, teachers, special education personnel, and others to plan a sequential course of studies for each student.

3. Develop/obtain and implement a program to assess students' achievement levels in the applied academic skills of math, science and communication as required in selected occupations.

4. Develop/obtain and conduct/coordinate remedial programs and activities to improve students' occupationally related academic skills achievement.

5. Coordinate the efforts of vocational and academic teachers in identifying occupationally related academic skills and planning appropriate strategies for teaching and reinforcing them.

6. Develop/coordinate special classes for students from special populations, in such areas as work instruction/experience, employability skills, quality control and problem solving.

7. Plan, develop and conduct inservice and staff development for teachers and counselors in providing services for special populations as prescribed in the Local Application Plan.

8. Coordinate activities related to work instruction/experience with Special Education, Vocational Rehabilitation and other agencies for special populations students.

9. Modify curriculum and materials to ensure individualized instruction compatible with each student's needs.

10. Work with teachers, counselors and administrators in activities to serve displaced homemakers, single parents, pregnant teens, and/or programs to eliminate sex bias, and increase non-traditional enrollment.

11. Evaluate the LEA's services provided to special populations students and recommend improvements.

12. Work with Employment Service, other agencies and business and industry to place students into jobs.

13. Serve as the liaison with State Department of Education, Vocational Education Services Division, in matters pertaining to special populations.

APPENDIX H

SPECIAL POPULATIONS SERVICES MONITORING INSTRUMENT

System _____ Date _____

Monitor _____

I. EQUAL ACCESS

A. STUDENT RECRUITMENT	Yes	No
1. Students are notified of opportunities for special populations.	____	____
Documented by: _____		
_____		
_____		
(Examples of documentation: Letters, student handbooks, bulletin boards, newsletters, etc.)		
2. Parents are notified of vocational opportunities for special populations.	____	____
Documented by: _____		
_____		
(Examples of documentation: Letters, memos, information sheets, public announcements, etc.)		
3. Private schools are notified of vocational opportunities for special populations students.	____	____
Documentation letters on file. ____		

B. OCCUPATIONAL INFORMATION

1. Each student has an educational plan prior to 9th grade.	____	____
2. Career information is provided prior to occupational preparation programs.	____	____
Documented by: _____		
_____		
(Examples of documentation: Counselor program, career information in lesson plans, visits to career information classes, sessions, etc.)		

C. REMARKS

_____

_____

_____

II. STUDENT PLACEMENT Yes No

A. ASSESSMENT

1. Assessment of students with disabilities provided by:

Special Education _____

Type of instrument _____

Vocational Rehab _____

Type of assessment _____

Vocational Education _____

Type of assessment _____

2. Disadvantaged are identified by:

a. Economically disadvantaged

a. Family or Individual income is at or below poverty level	____	____
b. Eligible for Aid to Families with Dependent Children or other public assistance programs	____	____
c. Receipt of a Pell Grant or comparable state program of need-based financial assistance	____	____
d. Eligible for participation in programs assisted under Title II of the JTPA.	____	____

b. Educationally disadvantaged

a Score below the 25th percentile on a standardized achievement or aptitude test	____	____
b Secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0)	____	____
c Fails to attain minimal academic competencies	____	____
d Limited English proficiency	____	____
e Potential dropouts from secondary school	____	____

NOTE: If a student is coded Handicapped, he or she CANNOT also be shown as Academically Disadvantaged.

	Yes	No
3. Students are recruited into programs for non traditional enrollment.	_____	_____

Documentation: _____

_____

(Examples of documentation: Brochures, information sheets, counselor records, enrollment records, etc.)

B. ENROLLMENT

1. Special populations students are given full access to enrollment in all vocational programs.	_____	_____

Documentation: _____

_____

(Examples of documentation: Counselor records, enrollment records, etc.)

2. Special population students are encouraged to enter those programs where large numbers of special populations have not been served before.	_____	_____

Documentation: _____

_____

(Examples of documentation: Counselor records, brochures, enrollment records, etc.)

C. REMARKS

_____

_____

_____

III. PROGRAMS AND SERVICES

A. INDIVIDUALIZED EDUCATION PLANS

1. The IEP vocational objectives are based on tasks for which the student could be employed.	_____	_____

Documentation: _____

_____

(Examples of documentation: IEP, competency profile, task list)

2. A vocational representative has served on the IEP committee for each student enrolled in vocational education. ____ ____

Documentation: _____

_____

(Examples of documentation: Special education coordinator, vocational counselor, special populations coordinator)

B. INSTRUCTION/PROGRAMS

1. Each student with a disability is provided instruction in the least restrictive environment. ____ ____

Documentation: _____

_____

(Examples of documentation: IEP, enrollment records, assessment records)

2. Special populations students are provided access to a full range of vocational programs, including occupationally specific courses of study, cooperative education, apprenticeship programs, Tech Prep and career guidance and counseling. ____ ____

Documentation: _____

_____

(Examples of documentation: IEPs, enrollment records, counselor records, coop coordinators' records, etc.)

C. SERVICES

1. List the services provided to special populations.

_____

_____

_____

_____

_____

_____

_____

Are these services compatible with those included on LEA Form 3, goal 6?

If not, give the areas of difference.

2. List the services to facilitate school to post-school employment or further education.

3. If a remedial teacher is employed, describe the services he or she provides.

4. If a special populations coordinator is employed, list the services he or she provides.

_____

_____

_____

_____

_____

_____

_____

IV. OTHER INFORMATION

List below any other facts or observations.

V. PLANS FOR PROGRAM IMPROVEMENT

APPENDIX I

EXEMPLARY SECONDARY PROGRAM FOR STUDENTS WITH DISABILITIES

"Joint Opportunities for Better Success" (JOBS)

A. Introduction

Scottsboro City Board of Education's community-based work instruction project, "Joint Opportunities for Better Success" (JOBS):

Current efforts of the Scottsboro City Board of Education to provide transitional services for students with disabilities have been ongoing for the past three school years. Special funding to begin this program was provided by the Alabama Department of Education Office of Rehabilitative Services through a mini grant for the duration of two years. In-kind matching funds were utilized to support the initial efforts of the school system to initiate project JOBS.

B. Program Objectives

JOBS is a school and community-based work instruction project which focused on three primary goals:

1. To provide a functional curriculum for students with disabilities.
2. To provide services in an integrated service delivery system.
3. To provide community-based instruction.

C. Project Description

Students are exposed to a variety of occupational fields through exploratory instruction received in the special education classroom. This instruction is a component of the functional curriculum being provided for all students with disabilities grades kindergarten through 12. The Life-Centered Career Education (LCCE) is the curriculum currently being used for this population. By grade 9 or age 16 years of age a vocational assessment is conducted by the local Vocational Rehabilitation Services. This assessment provides information relating to skills and interests of each student with disabilities.

Selected students are then placed in "on campus" work instruction sites under specified supervision (school-based job coaches). Students participating in this project have the opportunity to rotate to a variety of work settings as pre-employment training and experience. Presently, eleven students with disabilities are placed at "on campus" school-based work sites provided in four locations within the school system. Two high school students with mental retardation are participating in community-based training. In addition, all 384 students with disabilities who

are enrolled in the Scottsboro City School System are participating and are involved in functional curriculum activities. Once each student reaches a satisfactory level of adjustment as determined by work site evaluations, students need to move on to suitable and appropriate community-based work sites. Through the collaborative efforts of the Transition Coordinator, Scottsboro High School Vocational Department, Vocational Rehabilitation Services, cooperating business and industry (employers), special education teachers, parents, and students, unsubsidized competitive employment will be located and secured for each student participant. Presently, selected students are now ready to move into this setting.

Through the utilization of matching funds made available by the Job Training Partnership Act the movement of students into unsubsidized competitive employment has begun and has been very successful. The awarding of Eight Percent (8%) funds through an eleven-month grant which began in August 1993 has enabled the Scottsboro School System to move forward in providing the needed transitional services students with disabilities desperately require to exit schools prepared for employment and adult life. The grant enabled the school system to hire a Transition Work Specialist to work closely with eligible students in developing, securing, and maintaining competitive employment within the local community. Last year 12 students with disabilities met success and were gainfully employed in competitive employment in the local community.

D. Program Results

The Scottsboro City School System Work Instruction and Transition Program currently provides three levels of transitioning services. First, the school-based "on campus" work instruction program allows eleven students with disabilities with a variety of non-paid, job-related experiences. The LCCE curriculum is being used in the classroom to provide additional support and instruction parallel to work-related experiences.

Community-based work instruction sites is the second level of transitioning services available to students with disabilities. Presently, two students are participating in this program level working in the child-care field.

The third level transitioning services is moving students with disabilities from school to competitive employment. Last year, the first year, twelve students were transitioned into unsubsidized competitive employment settings within the local community. Currently, eight of these students have successfully maintained their employment or moved on to better jobs.

Continued funding made available by the JTPA has permitted the Scottsboro City Schools to focus more on transitioning needs and services with a goal to move 12 more students on to competitive employment.

APPENDIX J

EXEMPLARY SECONDARY PROGRAM FOR DISADVANTAGED STUDENTS

1. Program Title - JTPA Career Discovery Dropout Prevention Programs
   Murphy High, Vigor High, and Azalea Road Middle

2. Number of Students Served - 200+

3. Program Objectives

   a. To help pupils explore the world of work and assist them in occupational choice making

   b. To begin to identify student's vocational strengths and employability skills

   c. To prepare students in the communication and social skills necessary to seek out as well as keep employment

   d. To provide students with specialized counseling and guidance tailored to individual needs

   e. To work with parents as necessary to ensure good school-home relations and program effectiveness

4. Program Description

   The purpose of the Career Discovery Program (8% Dropout Project) is to reach the potential dropout who sees little relevance in school work and cannot readily transfer what is learned in school to life outside the school. Through a process of diagnostic testing, educational prescriptions, treatment, and evaluation, each student's needs are identified and addressed. By participating in the program activities, a student becomes more aware that the existing school personnel and community are concerned for his/her well-being. This helps the student to feel more a part of his/her present school environment, and hence, to become more productive in school. Additionally, the student's self-expectations begin to rise and he/she begins to formulate future career goals.

   I. Outline of Subject Matter and Activities

      A. Instructional modules

         1. Study skills
         2. Self-esteem
         3. Decision-making and goal setting
         4. Job skills
         5. Stress and time management

B. Contact with students

1. Attendance follow-up
2. Individual counseling
3. Group counseling
4. Parental conferences
5. Module curriculum instruction
6. Tutorial service
7. Course advisement
8. Advocate for student with school administrators and teachers

C. Vocational assessment

1. Individual vocational counseling
2. Observation of vocational classes
3. Vocational diagnostic testing
4. Computer-assisted career information system - Discovery Program

D. Network of community resources

1. Speakers relevant to instructional modules
2. Field trips relevant to instructional modules

5. Program Results

Since the program began, we have always exceeded the 75% criteria for a successful dropout prevention program.

APPENDIX K

EXEMPLARY PROGRAMS DEVELOPED FOR THE DISADVANTAGED

1. Parents As Teachers (PAT)

   a. Program Title: Parents as Teachers

   b. Number of Students Served: 250

   c. Program Objectives

      - Decrease school failures
      - Increase the number of parents prepared to promote their child's development
      - Provide a close working relationship between home and school
      - Provide a means for early detection of potential learning problems
      - Reduce family problems that interfere with child development
      - Parent education will be effective in their interactions with parent educators

   d. Program Description

      The PAT program strives to give children the best start in life and prepare them for school by supporting parents in their role as the first, and most important, teacher of their children. The curriculum is based on the work of Dr. Burton White and Dr. Terry Barzelton, leading experts in the field of child development.

      First time parents are a primary target, but a new curriculum for ages four and five is being developed at the National PAT Center. A parent educator visits each participating family on a monthly basis to give parents information about child development and parenting skills along with general encouragement and support. The parent educator answers parents' questions and discusses age-appropriate expectations, helping parents understand their children's behavior and development. At each visit the parent educator interacts with the child to demonstrate learning activities and provide a model for parents.

Monthly meetings are held to offer parents an opportunity to talk to other parents with children who are close to the same age as their child. The parent educator is trained to assess each child periodically for health and development problems. The home visitor is also knowledgeable of community resources available should a problem be suspected, and referral can be made.

e. Program Results

The original PAT program was the subject of two independent research projects that showed that children who scored higher on achievement tests and whose parents were more involved in their child's education were those children whose parents had been through the PAT program. PAT is set up as a long-term project and has not been in operation long enough to show the final results.

APPENDIX L

ALABAMA TECH PREP CONSORTIA 1991-92

Implementation (2nd year)

Alabama Aviation and Technical College with
Ozark Vocational Center

Bevill Community College/Walker Campus with
Walker County Schools
Jasper City Schools

Cullman County Schools with
Cullman City Schools
Wallace State Community College-Hanceville

Dothan City Schools with
George C. Wallace Community College-Dothan

Gadsden State Community College with
Attalla City School System
Cherokee County School System
Etowah County School System
Gadsden City School System

Jefferson State Community College with
Bessemer State Technical College
Lawson State Community College
Bessemer City Schools
Birmingham City Schools
Fairfield City Schools
Homewood City Schools
Hoover City Schools
Jefferson County Schools
Midfield City Schools
Mountain Brook City Schools
Tarrant City Schools
Vestavia City Schools
University of Alabama in Birmingham

Muscle Shoals City Schools with
Shoals Community College

Phenix City Public Schools with
Chattahoochee Valley Community College

Implementation (1st year)

Ayers State Technical College
Anniston City Schools
Oxford City Schools

Northwest Alabama TPAD Consortium
Bevill Community College/Walker Campus
Winston County Schools
Carbon Hill City Schools

South Central Alabama Tech-Prep Consortium
MacArthur State Technical College with
Andalusia City Schools
Coffee County
Covington County Schools
Opp City Schools
Enterprise City
Crenshaw County
Geneva County
Elba City
Troy City
Enterprise State Junior College

Northeast AL Tech Prep/Associate Degree (TPAD)
Consortium
Northeast Alabama State Junior College with
Scottsboro City
Jackson County
DeKalb County
Fort Payne City

Northwest Alabama Community College with
Franklin County Schools
Fayette County Schools
Haleyville City Schools
Lamar County Schools
Marion County Schools
Russellville City Schools
Winfield City Schools
Winston County Schools

Shoals Community College with
Florence City Schools
Sheffield City Schools
Tuscumbia City Schools
Lauderdale County Schools

Trenholm State Technical College with
Montgomery Public Schools

PLANNING (2nd year)

Central Southwest Alabama Tech Prep Consortium
Alabama Southern Community College with
Clarke County School
Conecuh County Schools
Monroe County Schools
Choctaw County Schools
Wilcox County Schools
Washington County Schools
Demopolis City
Thomasville City

PROJECT PREPARE
Barbour County Schools with
Eufaula City Schools
Sparks State Technical College

Bevill Community College/Brewer Campus with
Fayette County Board of Education
Lamar County Board of Education
Pickens County Board of Education
Winfield City Board of Education

S.D. Bishop State Community College/Carver Campus
Mobile County Public School System

TECHNOLOGIES 2000
Calhoun Community College with
Morgan County Schools
Decatur City Schools
Limestone County Schools
Hartselle City
Athens City

Central Alabama Tech Prep Consortium
Central Alabama Community College with
Alexander City Schools
Clay County Schools
Pell City Schools
St. Clair Schools
Talladega County Schools
Tallapoosa County Schools
Coosa County Schools
Shelby County Schools
Sylacauga City Schools
Talladega City Schools

Educational Excellence and Access Through Tech Prep
J.F. Drake Technical College with
Madison County Schools
Huntsville City Schools

East Central AL Consortium For Tech Education
Opelika Technical College with
Auburn University
Auburn City Schools
Opelika City Schools
Lee County Schools
Southern Union State Junior College

West Alabama Tech Prep Consortium
Tuscaloosa City Schools with
Bibb County Schools
Greene County Schools
Hale County Schools
Pickens County Schools
Sumter County Schools
Tuscaloosa County Schools
Shelton State Community College

George C. Wallace Community College-Dothan
Geneva County Schools
Henry County Schools
Houston County Schools

Lurleen B. Wallace State Junior College with
Andalusia City Schools
Butler County Schools
Covington County Schools
Crenshaw County Schools
Opp City Schools

PLANNING (1st year)

Wallace College-Selma
Dallas County
Perry County
Selma City

Russell County
Chattachoochee Valley Community College

Livingston University
Choctaw County
Marengo County
Sumter County

Jefferson Davis Community College
Escambia County

Snead State Junior College
Marshall County
Albertville City
Arab City
Guntersville City

APPENDIX M

EXEMPLARY COMMUNITY-BASED ORGANIZATION PROGRAM

1. MacArthur State Technical College - Developing a Career Ladder Program, Opp, AL

A CBO project serving rural South Alabama

Objectives

a. To provide air conditioning and refrigeration services to 29 targeted youth, ages 16-21, at MacArthur State Technical College.

b. At least three high interest seminars will be held for youth and RSES members in order to motivate youth and provide them with opportunities to interact socially with professionals.

c. Each young person will visit his/her Refrigeration Service Engineers Society (RSES) mentor at the mentor's place of employment, and will write a personal mission statement outlining goals for career and personal growth.

d. Each participant will attend a South Alabama RSES chapter meeting receiving information about the industry and job opportunities.

e. A plan will be distributed outlining procedures for outreach and recruitment to RSES members and MacArthur personnel for implementation.

f. The air conditioning and refrigeration departments will implement changes revised by RSES to increase employability of disadvantaged youth.

Program Description

The coordinator spoke tolocal Adult Education programs recruiting participants for the project. This individual recruited from the Department of Human Resources and local high schools explaining the program to high school teachers and counselors.

The twelve youth selected for the program, based on their interest, received assessments for academic and occupational placement. Students with academic deficiencies were enrolled in the Success Center where a full-time learning specialist was there to assist with GED preparation materials, math, reading, and language skill-building materials as well as computer software to develop skills.

The necessary guidance and counseling was provided to ensure students entering the career areas that certain skills could be obtained. Mentors were there to support the air conditioning and refrigeration skill development and the required academic skill linkage to develop successful employers. Scholarships, books, and tools were provided to participants enrolling in the air conditioning and refrigeration program.

For the student enrolled in air conditioning and refrigeration, three seminars were youth and the Refrigeration Service Engineers Society (RSES) members. These seminars were to motivate these youth and provide them with social and professional opportunities.

A Refrigeration Service Engineer Society member was selected for each participant. The project coordinator accompanied the participants when visiting with mentors in order to spend time touring business and learning about their jobs. The coordinator arranged a future meeting with the participants and mentor and the RSES provided transportation for each participant.

The Refrigeration Service Engineer Society members assisted with recruitment materials and printed documents. Members of the RSES evaluated the air conditioning and refrigeration department and recommended improvements which could increase the employability of educationally disadvantaged youth.

Members of the RSES provided leadership, provide training programs and offered suggestions for program improvements. Equipment will be prepared jointly with the college and the Refrigeration Service Engineers Society. Suggestions for more computer skills will be implemented in the curriculum the following quarter.

A total of 22 air conditioning and refrigeration students were served. Program results were that the Refrigeration Service Engineers Society has assisted MacArthur State Technical College with a Career Ladder Program for youth ages 16-21. The Society recommended that students enroll in the Success Center for more Math and English skills. Students should increase the access to computer programs that are useful to the size and design of heating, ventalation and air conditioning systems.

A Seminar was conducted for business and industry people regarding up dates that are effecting the heating, ventilation, and air conditioning industry. The following is a list of subjects covered for this seminar: Electronic and Pneumatic Control; Gas Venting and Safety; Refrigerant Recovery; Engineers Society Refrigerant Recovery; and Recycling Cerfication.

APPENDIX N

EXEMPLARY PROGRAM AT SHELTON STATE COMMUNITY COLLEGE

A. **Program Title:** Travel & Tourism Management

B. **Program Objective:** To produce students for the world's largest industry in the occupational areas of: travel agent, hospitality management, restaurant management and flight attendant.

C. **Program Description:** This program has several degree options. Student may select from a certificate or two year associate degree. Students can also enter the program who wish not to receive any degree and take courses for professional development. Our program also appeals to senior citizens who wish to learn about travel.

This program prepares students for any of the following specialized fields of work in travel and tourism: Travel Agency Operations, Flight Attendant Training, Hotel and Restaurant Management, and General Tourism Management. Each of these specialized areas have specific courses according to the option the student selects. All students take a core of general travel and tourism courses, then students are able to select their area of interest.

The core courses are general in nature and give the students a broad perspective of the industry. All students are required to take: Introduction to Travel and Tourism, International Geography for Travel, Hotel Management, Hospitality Law, Basic Airline Ticketing and a Practicum. After these courses have been taken, students may select from the travel agency, flight attendant or hospitality management specialization.

Students entering the two year associates degree must complete two core curriculums, one in academic division with 25 semester hours and the travel and tourism core of 26 semester hours. Students entering this program select this terminal two year technical degree with emphasis in Supervision and Management.

D. **Number of students served:** 150

E. **Program Results:** Shelton State Community College now has one of the largest travel and tourism programs of any two year institution in the United States after only two semesters. I t is the only program of it's kind in the State of Alabama. Our placement for employment is 100% for students. The academic achievement is exemplary, all students maintain at least a C or above average in the program. Our program also allows students hand-on experience in working in our travel and tourism laboratory and the on-site Alabama Bureau of Tourism & Travel office, where students work and gain experience in travel. We provide our students employment placement services while in the program and when they complete the program.

F. At-risk Identification: This program specifically targets minority students since there are no minority owned travel agencies in the State of Alabama and in our city of Tuscaloosa. We seek to identify and train minority students for a career field that has been predominately operated by caucasians.

This program also seeks to find disadvantaged students who are physically handicapped who may be wheel chair bound. We feel that a career as a travel agent is one of the best career choices since being bound to a wheel chair is no disadvantage in this field of work.

G. Drop-out Prevention: We try to retain our students in the program by the following:

1. Organizing activities to keep them interested in the program such as day trips to the Birmingham Airport, visiting local travel agents, hotels and restaurants.

2. Posting statistics and giving handouts stating that travel and tourism in the world's largest industry and that job opportunities are available upon graduation.

3. Purchasing teaching demonstration models of ships, airplanes and actual hands-on activities.

4. Organizes role-playing situations in flight attendant training and students actually learn how to do cabin service with meal carts.

5. We assist in job placement prior to graduation. This encourages our students to remain in the program and complete what they have started. We have travel agencies and hotels calling us for graduates.

Shelton State Community College

CERTIFICATE IN
TRAVEL AND TOURISM MANAGEMENT

Required Travel and Tourism Courses		Semester Hours
TTM 100	Travel & Tourism Etiquette	1
TTM 111	Introduction to Travel and Tourism Management	3
TTM 113	Introduction to Hospitality	3
TTM 112	Tourism in Alabama	2
TTM 121	International Geography for Travel /Tourism	3
TTM 133	Hospitality Law	3
TTM 275	Travel & Tourism Internship	3
Electives		9
	TOTAL HOURS REQUIRED IN CORE COURSES	28

Select from one of the options below.

Option 1 TRAVEL AGENCY MANAGEMENT

TTM 151	Travel Agency Management	3
TTM 161	Basic Airline Ticketing	3
TTM 171	Reservations and Ticketing with APOLLO	3
TTM 181	Reservations and Ticketing with SABRE	3
TTM 191	Travel Agency Accounting Procedures	3
Electives		6

Option 2 HOSPITALITY MANAGEMENT

TTM 131	Facilities Management	3
TTM 132	Hotel/Motel Housekeeping Management	3
TTM 134	Convention Management Services	3
TTM 137	Hotel/Motel Security	3
TTM 201	Human Resource Management in Travel & Tourism	3
TTM 205	Front Office Procedures	3
TTM 290	Resort Management	3
Electives		6

*The following Travel and Tourism electives may be taken in addition to the required courses for all formal awards. In addition, students are strongly encourage to take a foreign language.

ELECTIVES		SEMESTER HOURS
TTM 115	Travel Seminar	1
TTM 123	Principles of Tour Guiding	2
TTM 141	Group Travel Management	3
TTM 165	International Air Ticketing	3
TTM 200	Travel Career Development	3
TTM 205	Seminar in Hospitality	3
TTM 210	Food & Beverage Controls	3
TTM 217	The Cruise Industry	3

TTM 220	Marketing of Hospitality Services	3
TTM 221	Basic Financial Accounting for Hospitality	3
TTM 250	Experience in Travel I	3
TTM 251	Experience in Travel II	3
TTM 252	Experience in Travel III	3
TTM 253	Directed Studies in Travel & Tourism	3
TTM 255	Tourism In The Hospitality Industry	3
TTM 260	Flight Attendant Procedures I	3
TTM 261	Flight Attendant Procedures II	3
TTM 270	Basic Sanitation	3
TTM 271	Food Principles Production	3
TTM 272	Bar and Beverage Management	3
TTM 273	Hospitality Energy & Water Management	3
TTM 274	International Hotel Management	3
TTM 276	Practicum II	3
TTM 290	Resort Management	3

Shelton State Community College

ASSOCIATE DEGREE IN APPLIED SCIENCE
TRAVEL AND TOURISM MANAGEMENT

Required General Education Courses:		Semester Hours
ORT 100	Orientation to College	1
CIS 102	Microcomputer Concepts	3
ENG 101	English Composition I	3
MTH 109	or more advanced math	3
Math/Natural Science/Computer Science Electives		3
ECO 232	Principles of Economics II	3
SPH 107	Fundamentals of Public Speaking	3
Humanities		3
	(Art, Literature, Music, Philosophy, Religion, Theater)	
HED 170	or 199 Wellness	3
	TOTAL REQUIRED GENERAL EDUCATION CREDITS	25

Required Travel and Tourism Courses		Semester Hours
TTM 100	Travel & Tourism Etiquette	1
TTM 111	Introduction to Travel and Tourism Management	3
TTM 113	Introduction to Hospitality	3
TTM 112	Tourism in Alabama	2
TTM 121	International Geography for Travel /Tourism	3
TTM 133	Hospitality Law	3
TTM 275	Travel & Tourism Internship	3
Electives		9
	TOTAL HOURS REQUIRED IN CORE COURSES	28

Select from one of the options below.

Option 1 TRAVEL AGENCY MANAGEMENT

TTM 151	Travel Agency Management	3
TTM 161	Basic Airline Ticketing	3
TTM 171	Reservations and Ticketing with APOLLO	3
TTM 181	Reservations and Ticketing with SABRE	3
TTM 191	Travel Agency Accounting Procedures	3
Electives		6

Option 2 HOSPITALITY MANAGEMENT

TTM 131	Facilities Management	3
TTM 132	Hotel/Motel Housekeeping Management	3
TTM 134	Convention Management Services	3
TTM 137	Hotel/Motel Security	3
TTM 201	Human Resource Management in Travel & Tourism	3
TTM 205	Front Office Procedures	3
TTM 290	Resort Management	3
Electives		6

*The following Travel and Tourism electives may be taken in addition to the required courses for all formal awards. In addition, students are strongly encourage to take a foreign language.

ELECTIVES

TTM 115	Travel Seminar	1
TTM 123	Principles of Tour Guiding	2
TTM 141	Group Travel Management	3
TTM 165	International Air Ticketing	3
TTM 200	Travel Career Development	3
TTM 205	Seminar in Hospitality	3
TTM 210	Food & Beverage Controls	3
TTM 217	The Cruise Industry	3
TTM 220	Marketing of Hospitality Services	3
TTM 221	Basic Financial Accounting for Hospitality	3
TTM 250	Experience in Travel I	3
TTM 251	Experience in Travel II	3
TTM 252	Experience in Travel III	3
TTM 253	Directed Studies in Travel & Tourism	3
TTM 255	Tourism In The Hospitality Industry	3
TTM 260	Flight Attendant Procedures I	3
TTM 261	Flight Attendant Procedures II	3
TTM 270	Basic Sanitation	3
TTM 271	Food Principles Production	3
TTM 272	Bar and Beverage Management	3
TTM 273	Hospitality Energy & Water Management	3
TTM 274	International Hotel Management	3
TTM 276	Practicum II	3
TTM 290	Resort Management	3

APPENDIX O

SUCCESS STORIES FROM BEVILL STATE COMMUNITY COLLEGE, JEFFERSON DAVIS STATE COMMUNITY COLLEGE AND SHELTON STATE COMMUNITY COLLEGE

1. A graduate of the Bevill State Associate Degree Nursing Program was chosen for the Charles Allen Award for the Walker Campus. In addition, he was chosen as the Outstanding Biology Student, the Outstanding Nursing Student and the Most Outstanding Student from the Walker Campus. His other honors included serving as President of the Student Nursing Association, and a member of Phi Theta Kappa.

   This graduate was a laid-off coal miner who had been out of work for several months. He is married and has two children and very active in the community. He entered the nursing program in the fall of 1992 and graduated with the highest grade point average in his class. He is currently employed in the Open Heart Unit at the University of Alabama Hospital.

2. (Jefferson Davis State Community College) Provide examples of occupational program successes such as:

   A. Employed as a result of the occupational training.

      Occupational training of <u>civilian students/graduates</u> has provided many employment opportunities during the past year. Examples include:

      1. Auto Body Program has students/graduates employed with area body shops
      2. Automotive Program has students/graduates employed with local car dealers
      3. Welding Program has students/graduates employed with local shipbuilders and paper mills
      4. Gunsmithing Program has students/graduates employed as machinists
      5. Business Office Education Program has students/graduates employed at local business, including attorney offices, banks, the hospital, the College, Touch 1, and Poarch Creek Indians
      6. Air-conditioning/Refrigeration Program has students/graduates employed at local businesses
      7. Masonry Program also has students/graduates employed with local contractors

      Occupational training of <u>correctional students/graduates</u> has limited employment placement because of their incarcerated status. Occasionally, students/graduates do leave the correctional institution and become valued employees for businesses around the state. One specific example includes a Barbering Program guaduate who was released soon after

completing his Barbering Certificate and moved to Mobile. Within a few days the graduate was employed at a barber shop, and he is still employed to this day.

B. Promoted or up-graded as a result of the occupational training.

The College serves many students/graduates who attend classes, usually at night, and take a course(s) that will improve their job skills or enable them to have additional skills.

C. Become self-employed as a result of the occupational training.

The College has many civilian students/graduates who, as a result of occupational training, have become self-employed. Each program area identified above has at least one student/graduate who is self-employed in each particular area.

Occupational training of correctional students/graduates has limited employment placement because of their incarcerated status. Occasionally, students/graduates do leave the correctional institution and become self-employed throughout the state. A specific example includes a graduate of the Barbering Program who was released and worked part-time for two years with a barber shop in Mobile. The he bought the business and hired more barber/stylists. He has been self-employed since 1989 and has recently relocated his shop, up-scaled his staff, and become one of the most successful shop owners in Mobile.

3. Shelton State Community College

A. Air Conditioning: Tina Barnes completed the Air Conditioning Program. She is employed by Miller Electric and has been promoted to service manager after only 6 months on the job.

B. Computerized Numerical Control: Bryan Cunningham completed the Numerical Control Program receiving a diploma. He is employed with Johnson Controls as a Tool Maker.

C. Diesel Mechanics: Jeffrey Swindle completed the Diesel Mechanics Program receiving a diploma. He is employed at Skyland Equipment Company as a Diesel Mechanic. Since being hired, he has received several raises and is attending various factory schools.

D. Electronics: Gary Wayne Sanders completed the Electronics Program with an Associate Degree. He was employed in production at JVC before coming to Shelton. Upon completion of this course, he was hired as a Lab Technician at the University of Alabama.

E. Machine Tool Technology: Michael Montgomery completed the Machine Tool Technology Program. He is employed by Walker Industrial Pattern as a Tool Maker/Machinest. He was employed part-time before he completed his education and upon completion was given a promotion and a full-time job.

F. Office Administration: Miranda Whitfield completed the Office Administration Program receiving an Associate Degree. She is employed for the University of Alabama as an Executive Secretary in the Continuing Education Department. She is continuing her education at the University and hopes to become an Office Administration Instructor.

G. Truck Driving: Todd Beavers completed the Trucking Driving Program receiving a certificate. Upon completion of the program he purchased his own truck and has leased it to Builders Transport. He is still an owner/operator in the trucking industry.

H. Welding: Teddy Ezelle completed the Welding Program receiving a diploma. He is now working at Phifer wire in the Wire Division. He has receive permanent status employment with the company.

APPENDIX P

THE ALABAMA COLLEGE SYSTEM
FALL QUARTER 1993 - FALL QUARTER 1994
PROGRAM STATUS
AS APPROVED BY THE
ALABAMA COMMISSION ON HIGHER EDUCATION

Alabama Southern Community College

New Program - Associate in Applied Science in Nursing

Bevill State Community College

New Program - Associate in Applied Science in Medical Laboratory Technology
New Program - Associate in Applied Science in Emergency Medical Technology

Bishop State Community College

Change in award from Diploma to Associate in Applied Science in Commercial Food Service
Change in award from Diploma to Associate in Applied in Instrumentation Technology

Calhoun State Community College

Addition of an option in Computer Graphics/Electronic Imaging to the Associate in Applied Science in Commercial Art

Central Alabama Community College

New Program - Associate in Applied Science in Nursing

Enterprise State Junior College

New Program - Associate in Applied Science in Paralegal/Legal Assistant
New Program - Associate in Applied Science in Medical Records Technology

Faulkner State Community College

New Program - Associate in Applied Science and Certificate in Visual Communications/Computer Graphics Technology
New Program - Associate in Applied Science and Certificate in Industrial Safety, Security, and Health Management Technology
New Program - Associate in Applied Science and Certificate in Environmental and Pollution Control Technology
New Program - Certificate in Turf Management

Jefferson State Community College

New Program - Associate in Applied Science in Physical Therapy Assistant
New Program - Associate in Applied Science in Occupational Therapy Assistant

New Program - Associate in Applied Science in Biomedical Equipment Technology

Patterson State Technical College

New Program - Associate in Applied Technology in Industrial Maintenance Technology
New Program - Diploma and Certificate in Commerical Sewing (Program Exchange)
New Program - Diploma and Certificate in Masonry (Program Exchange)
New Program - Diploma and Certificate in Carpentry (Program Exchange)
New Program - Certificate and Associate in Applied Technology in Electrical Technology (Program Exchange)
New Program - Diploma and Certificate in Cabinetmaking (Program Exchange)

Shelton State Community College

New Program - Certificate and Associate in Applied Science in Respiratory Therapist Assistant

Southern Union State Community College

Change in award from Diploma to Associate in Applied Technology in Drafting and Design Technology
New Program - Associate in Applied Science in Medical Records Technology
New Program - Associate in Applied Science in Medical Laboratory Technology

Trenholm State Technical College

Change in award from Diploma to Associate in Applied Technology in Horticulture Service
Change in award from Diploma to Associate in Applied Technology in Medical Assistant/Multiple Clinical Competencies Technician
New Program - Diploma and Certificate in Clerical Technology (Program Exchange)

Wallace State Community College - Dothan

New Program - Associate in Applied Science in Physical Therapy Assistant

Wallace State Community College - Hanceville

New Program - Associate in Applied Science in Dental Hygiene
New Program - Associate in Applied Science in Occupational Therapy
New Program - Associate in Applied Science in Medical Assisting/Multiple Competency Clinical Technical

Lurleen B. Wallace State Junior College

New Program - Associate in Applied Science in Emergency Medical Technology